DOCUMENT RESUME

ED 134 005 FL 008 316

AUTHOR	Hare, Geoff; McAleese, Ray
TITLE	Language Assistant Training. A Report of Work Supported by the Nuffield Foundation.
INSTITUTION	Nuffield Foundation, London (England).
SPONS AGENCY	Nuffield Foundation, London (England).
PUB DATE	76
NOTE	104p.; A number of the appendices may be difficult to read; appendices M1, M2 and M3 are not included in the filmed version because they are illegible. They are not included in the pagination.
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Audiovisual Aids; English (Second Language); Instructional Materials; *Language Instruction; *Language Teachers; Microteaching; Preservice Education; Program Descriptions; Program Evaluation; *Student Teachers; *Study Abroad; *Teacher Aides; *Teacher Education; Teacher Education Curriculum; Teaching Methods; Teaching Skills; Training Techniques

ABSTRACT

The report gives an account of a research and development project on Language Assistant Training. It shows the place of the Year Abroad in Modern Languages Degrees, and the need for training of English Language Assistants. After detailing the preparatory arrangements and timetable of a fieldwork visit to French schools to observe and record Assistants at work, the report outlines how the audio-visual material collected was used in developing a training course for Aberdeen students due to become Assistants in October 1976. Of particular interest is an academic game called LAG, designed to help the assistants master the skill of explaining. A discussion of the results of the evaluation of the course and of the training materials and methods developed is followed, in conclusion, by an outline of the follow-up study planned for 1976-77. Finally, it is argued that the results of this work show that flexible local training courses can usefully be mounted around a resources bank of short self-instructional mini-courses making use of a variety of media and source material (hand-outs, books, audio-tapes, tape-slide programs, etc.) that students can use in their own time. In addition to a discussion of how recordings of live classes were used in the Aberdeen training program, the report also shows how to apply micro-teaching methods to teaching some of the skills identified as being needed by the practicing Assistant. (Author/AM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

LANGUAGE ASSISTANT TRAINING

ED134005

FL008316

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Contents

		Page
1.	Summary	1
2.	Language Assistant Training	2
2.1	Preparation	2
2.1.1	The Year Abroad in the Aberdeen MA	2
2.1.2	The Need for Training	3
2.1.3	Arrangements for the Research Trip: The Schools	5
2.1.4	Arrangements for the Research Trip: Equipment	6
2.2	Fieldwork	7
2.2.1	Visits to Assistants in France	7
2.2.2	Audio Visual Material Collected	8
2.3	Teaching Materials	9
2.3.1	Tapes	9
2.3.2	Language Assistant Game (LAG)	10
2.3.3	Tape/Slide Programme: 'French Schools: Inside and Out'	16
2.3.4	Information Handout: 'France (and Geneva) 1976'	17
2.3.5	Textbooks and Other Documentary Material Assembled	17
2.4	Training	17
2.4.1	General	17
2.4.2	Main Training Sessions	18
3.	Evaluation	26
4.	Conclusions	31
	Acknowledgements	36
5.	List of Appendices	37
	Appendices	

1. Summary

The report gives an account of a research and development project on Language Assistant Training financed mainly by the Nuffield Foundation Small Grants Scheme for Undergraduate Teaching. It shows the place of the Year Abroad in Modern Languages Degrees, and the need for training of English Language Assistants. After detailing the preparatory arrangements and timetable of a fieldwork visit to French schools to observe and record Assistants at work, the two researchers outline how the audio-visual material collected (- it is listed in detail -) was used in developing a training course for Aberdeen students due to become Assistants in October 1976. Of particular interest is an academic game called LAG designed to help the assistants master the skill of explaining. A discussion of the results of the evaluation of the course and of the training materials and methods developed is followed, in conclusion, by an outline of the follow-up study planned for 1976-77. Finally the authors argue that the results of their work show that flexible local training courses can usefully be mounted around a 'resources bank' of short self-instructional 'mini-courses' making use of a variety of media and source material, (hand-outs, books, audio-tapes, tape-slide programmes etc), that the student can use in his own time. In addition to a discussion of how they used recordings of live-classes in their Aberdeen training programme, the authors also show how to apply 'micro-teaching' methods to teaching some of the skills they have identified as being needed by the practising Assistant.

THE YEAR ABROAD IN MODERN LANGUAGE DEGREES

LAG

FLEXIBLE LOCAL TRAINING

MINI-COURSES

MICROTEACHING

2. Language Assistant Training

2.1 Preparation

2.1.1 The Year Abroad in the Aberdeen M.A.

The position of the year abroad at Aberdeen does not differ a great deal from that in other Universities. After successfully completing two years of study of French at Aberdeen University, and having reached the required standard to be admitted by the French Department to the M.A. Honours course in French Studies (i.e. Single Honours), students must, as an integral and compulsory part of their course, spend one academic year in a French-speaking country - usually France. Joint Honours students are also encouraged (though not obliged) to spend a year in France. The aim is to give the student a privileged insight into the society and culture of the country whose language he is studying, and of course, by constant practice to improve his linguistic skills.

INSIGHTS INTO FRENCH LIFE AND LANGUAGE

The traditional way to spend the year abroad, and, significantly, the easiest to arrange, is to apply for a post of English Language Assistant in a French school. In the past, between 20 and 30 candidates per year from Aberdeen have become Assistants in France, with two others going to Rennes and Geneva Universities on Exchange Study Scholarships. In 1975-76 Aberdeen had 26 Assistants in France; for 1976-77 38 students applied and so far (September 1976) 31 of them have posts, 2 have withdrawn, and 5 are still waiting. If they do not get posts, they will probably spend a year in France on an S.E.D. grant attending classes at a French University. Applications for Assistantships are made before 31 January of the academic year preceding the appointment through the Central Bureau for Educational Visits and Exchanges (3 Bruntsfield Crescent, Edinburgh EH19 4HD). (See Appendix A for Central Bureau pamphlet SAD/M giving general information about the scheme.) At Aberdeen, all applications are vetted by the French Department, and each candidate interviewed and graded for his suitability for an Assistant post. This overall assessment helps the

LANGUAGE ASSISTANT IN A SCHOOL

Central Bureau and their French counterpart, the Office national des Universités et Ecoles françaises, (96 boulevard Raspail, 75006 Paris) to establish a rough priority in allocating appointments.

2.1.2 The Need for Training

So at the age of 19 or 20, a student can find himself faced with the prospect of doing a job for which he has had no previous training or experience. In the past opportunities for such training have been limited to the long-standing Induction Course in Paris lasting for 3 days just before the Assistant takes up his post (this year 27-29 September). Since July 1973, the Central Bureau (Edinburgh) has organised an optional three-day residential course for Scottish Assistants going abroad, not only to France, and this was seen as complementary to the above-mentioned. (See Appendix B for specimen programmes of these courses.) In addition some English Universities (e.g. Lancaster) have established their own training courses, and this reflects concern at national as well as local level, about the need for training the Modern Languages Assistant.

NO PREVIOUS TRAINING

3 DAY RESIDENTIAL COURSE

LEEDS CONFERENCE (1974)

The Leeds National Conference on "The University or College and the Modern Languages Assistant" (April, 1974)[1] agreed on the advantages of preparing students for the year abroad, and recommended that this preparation be of a "practical and realistic nature". The Conference noted the results of a Survey of English Assistants in France and Germany 1972-73[2], which concluded that the existing nationally organised courses were, for various reasons, by no means fully attended, and that although valuable as an orientation period for meeting people, the courses held abroad gave information which came too late. Apart from being 'late' with advice these mass training courses may also be criticised as being inevitably impersonal and theoretical[3]. Our own experience at Aberdeen echoed the Leeds Conference in telling us that any training should as far as possible be of a practical

IMPERSONAL, THEORETICAL

and applied nature. The formalised approach should

MORE PERSONALISED APPROACH

give way to a more personalised approach. The Conference suggested too that the most convenient way (and one might add perhaps financially the most viable way - given the ever-increasing costs of travel and subsistence) of conducting this more practical training or preparation is on courses held in each University during the students' normal residence period.

It is against this background that since May 1974 the French Department in collaboration with the Department of Education and with help from Aberdeen College of Education and the Lycee Total Mission Laique Française, run by Total Oil Marine Ltd., Aberdeen, had tried to elaborate a short, more personalised training course for its own students. One important short-

SHORTCOMINGS

coming of these attempts was that it was not possible to provide real material for the students relating to the experience they would encounter in France, that is real French classrooms and material in the social and school life of English Assistants. We conceived the idea

SOLUTION

therefore of visitng schools in France with appropriate sound and photographic recording equipment to collect source material on the role of the English Assistant in French schools. Application for funding was made in

NUFFIELD SMALL GRANTS SCHEME

June 1975 to the Nuffield Foundation Small Grants Scheme for Undergraduate Teaching, after support had been promised by the French and Education Departments and the Language Laboratory, who all contributed towards the cost of materials and loan of equipment (tapes, films, cameras, recorders, etc.). The Total Oil Company Ltd., Aberdeen, agreed to provide air transport between Aberdeen and Paris

OTHER HELP

for two researchers; and some financial help, as well as contacts, was provided by the Central Bureau (Edinburgh). Finally Nuffield agreed to provide funds to cover subsistence and travel in France.

Notes

1. Conference report compiled and distributed by Mlle M.-L.Thyss, Senior Lecturer in French, University of Leeds.
2. A Survey of English Language Assistants in France and Germany: 1972-73. Their role and the preparation for it, by R.R. Jordan, Lecturer in Education, University of Manchester, and R. Mackay, Lecturer in the Language Centre, University of Newcastle. Survey report dated February, 1974. Summary in Leeds Conference Report (see note 1 above) and in 'Innocent Assistants Abroad', THES, 3rd May 1974, p.14.
3. In 1975 and 1976 English Assistants going to France have been split between two centres for the Induction Course. Previously Paris had to cater for some 1000 students, now Poitiers takes those appointed in the four South-western académies, but the numbers remain dauntingly high for a training course.

2.1.3 Arrangements for the Research Trip: The Schools

Our travel arrangements and the demands of University and school timetables meant that the trip was arranged for 3rd - 15th December 1975. We decided to try and see as many schools as possible during that time, as opposed to spending all the trip in one or two schools. In preference therefore to an in-depth study of the work of one Assistant, we decided not to put all our eggs in one (then unknown) basket, but to try and piece together a picture of the typical assistant by visiting both Parisian schools and provincial schools, and both C.E.S. (Colleges d'Enseignement secondaire, comprehensive schools catering for pupils aged 11-15) and Lycées (for pupils aged 16-18, and sometimes 11-18). Three schools were chosen for more intensive study and three for shorter visits.

THE TYPICAL ASSISTANT

Before our final choice of six schools, a short-list of possible schools was drawn up, and we began the long process of obtaining official permission for our visit from the French authorities, and the personal agreement

OBTAINING OFFICIAL PERMISSION

of Assistants, and teachers. With the help of the Central Bureau (Edinburgh) and the Office national (Paris), we received permission first from various Inspecteurs d'Académie, that is the 'Directors of Education' for each region, appointed by the Ministere de l'Education nationale, then from individual Headmasters and Headmistresses, and also from some teachers of English in the school. (See Appendix C for sample letters regarding the visit to Epinay.) We had no real problems in obtaining permission from the Inspecteurs, nor the co-operation of the Assistants, but in two cases Headmistresses did not reply, but in each case either teachers or Assistants assured us we were expected.

SCHOOLS CHOSEN

From the 26 schools where Aberdeen Assistants were working and a few other schools where one of the authors had personal contacts among members of the teaching staff, we finally chose the following schools for our visit:

C.E.S. Henry Bergson, Garches, Paris*
C.E.S. Audio-Visuel, Gagny, Paris
Lycée d'Etat, Epinay-sur-Seine, Paris*
Lycée Technique, Sèvres, Paris
Lycée Lalande, Bourg-en-Bresse*
Lycée Edgar Quinet, Bourge-en-Bresse
(* = for more intensive study)

The precise timetable of our visit was not established until we had received copies of the teaching timetables of individual Assistants. By choosing as far as possible days on which any given Assistant had the most (or most varied) classes, we were able to maximize the number of classes we could observe and record.

MAXIMISE OBSERVATION

2.1.4 Arrangements for the Research Trip: Equipment

Apart from arranging travel insurance, etc. and accommodation, the other main preparatory work consisted of choosing and assembling the various pieces of equipment necessary for the trip: basically we took two cameras, and 20 spools of 35 mm film; one 1/4 inch stereo tape

recorder with neck-mike and omni-directional mike and 10 5-inch audio-tapes; one cassette tape-recorder, with omni-directional mike and 4 C-120 audio-cassettes. Both tape recorders were battery-operated, and we also took along a recharger which we fitted with French style plug to cater for the different electrical system, and to give maximum flexibility in use. We also listed the equipment on an official certificate issued by the University giving us full authorisation to use the equipment in France, thus allowing us to clear Customs with no trouble. (For full list of equipment see Appendix D.)

FLEXIBILITY

AUTHORISATION

2.2 Fieldwork

2.2.1 Visit to Assistants in France

(For a detailed timetable of the visit see Appendix E).

The visit to the three schools chosen for intensive study generally took the following form: a first visit by both researchers on day one, and a second visit by R. McAleese on day two, while G. Hare visited one of the schools chosen for less intensive study. The first day was generally taken up with meeting the Assistant and other teachers, preliminary interviews, a tour of the school, observation of one or two classes, taking some photographs, and later more formal interviews with the Assistant, teachers and administrative staff. When it was felt teachers and Assistant were sufficiently used to our presence, we would record a class or an interview, but most of the class recordings were done on the second day of the visit, by which time we had also been able to see the lay-out of teaching rooms and the situation of rooms in the school. Since the stereo-tape recorder needed a certain amount of time to set up, with its various leads and two microphones, the timetable of recordings was planned and prepared between the two visits. For the one-day visits to those schools chosen for less intensive study, the portable cassette recorder was used. The recording quality it provided was less good than the

FORMAT OF VISITS

PRELIMINARY INTERVIEWS

DETAILED OBSERVATION

the 1/4 inch stereo recorder, but it was much easier to capture impromptu recordings of classes or interviews. Some teachers and administrative staff were reticent about recording interviews, though most were very co-operative in other ways. We cannot speak too highly of the co-operation of all the Assistants. Nonetheless, the amount of time available allowed only a certain amount of recorded material to be brought back and we soon realised we had slightly overestimated the number of recordings we could do within the time limits and without placing the Assistants under unacceptable stress.

ASSISTANTS CO-OPERATION

2.2.2 Audio-visual material collected

In addition to the sound recordings and still photographs taken, we collected various other documentary and textual material, as below (for a detailed list see Appendix F):

TAPES

a) sound recordings on tape and cassette :

(i) of several classes taken by various Assistants in different schools

(ii) of interviews with different Assistants on their objectives, their work in class, and on various other problems

(iii) of interviews with French teachers of English from different types of school on their use of the Assistant and their idea of his role

(iv) of interviews with various school officials in different schools (Directeur, Documentaliste, Intendant, Surveillant Général etc.) on the French school system, their place in it, and on the running of their school.

SLIDES

b) photographs: colour slides:

(i) of Assistants teaching

(ii) of the Assistant's physical environment in the school (buildings, classrooms, noticeboards etc.) to build up a picture of a typical school, inside and outside.

TEXTS

c) documentary material:

(i) copies of various text books, and other teaching materials, and hand-outs used by Assistants in class

(ii) written notes provided by teachers on their view of the use of the Assistant

(iii) documentary material produced by schools on the system and internal organisation of the school.

TEXT BOOKS

It can also be usefully added here that on our return from the trip, we asked various French publishing houses for specimen copies of text books which we had seen being used in French schools in English classes. Several publishers responded quite promptly, and thus a selection of French school text books was available from Easter 1976 for consultation by future Assistants among Aberdeen students. (For list of text see Appendix G).

QUESTIONNAIRE

Also following our visit, we sent a questionnaire to all Aberdeen Assistants in France, receiving 23 replies (out of 25 Assistants still in post). The questions were intended to gather information on problems facing the Assistant in coping with the administrative formalities involved in going to live and work in France, in settling into French social life, in enrolling for University classes (if applicable), but most of all in fulfilling his professional role as Assistant. The usually very full replies were used, anonymously, to help prepare next year's Assistants, see below (For a specimen questionnaire see Appendix H).

2.3 Teaching Materials

A certain number of teaching materials have been made following the research trip, in addition to the material listed in Appendix F.

2.3.1 Tapes

1. Explaining A 30 minute self-instructional cassette tape (in preliminary form).

   Extracts from interviews with Assistants and a teacher of English, and from various classes, linked together with English commentary, giving the student practice in recognising different types of explanation, in deciding on the appropriate to use, and in explaining the meaning of some words himself.

2. The Assistant and the System A 30 minute self-instructional tape (in preliminary form).

   Four interviews in French and linked together with English commentary to give Assistants an introduction to how they will fit into French

school life and the social system, explaining the role of the various school officers, how to make sure one receives one's salary and can open a bank account, and various other formalities the Assistant has to go through.

2.3.2 Language Assistant Game (LAG) ... development and rules

The language assistant game (LAG) is an academic game (Tansey, 1971); its aim is to give language assistants practice in the teaching skill 'clarity of explanation'.

DEFINITIONS

Explaining has been defined in various ways

> To explain is to relate an object, event or state of affairs to some other object, event or state of affairs; or to show the relationship between an event or state of affairs and a principle or generalisation..
> (Bellack et al. 1968)

or

> An explanation deals with the way something works or fits together, causes something, leads to something, is attained, has purposes, functions, or goals..
> (Smith and Meux, 1962)

In the language assistant context it simply means "the general type of activity that assistants use to help pupils understand or comprehend textual passages, readings etc." Explaining is an integral part of teaching or speaking a language.

PROBLEM

We became aware from our discussions with French teachers that in general they were dissatisfied with the way assistants were able to 'explain' passages in conversation classes. The idea of a game to help our assistant came after a particularly useful conversation with an English teacher in Bourg-en-Bresse.

SOLUTION 1

The problem was quite clear. The solution to the explaining problem came about because at the same time as looking at the content in training our assistants, we were attempting to introduce self-instructional methods, in order that the assistants could work on skills after some initial training outwith the university. We needed to create a French classroom situation in Aberdeen without

the help of our Total pupils. (see below) We had to 'simulate' a French classroom. This idea ... simulation, gave the first part of the solution. A simulation or game that enabled the assistants to practice explaining without French pupils. By making the exercise a Game we were in addition introducing an element of enjoyment into the situation and an incentive element. (Tansey, 1971).

A GAME

The first attempt was to simulate the real situation where in certain instances, e.g. in a passage for conversation to all intents and purposes the words and phrases, used by the assistants can be 'nonsense' to the French pupils. i.e. they are unknown and as a result the assistant has to explain words, phrases etc. We thought that by associating nonsense words e.g. a blut; a slod; to prive etc with real words and requiring the assistants to guess in pairs as first one used a 'word' and the other tried to guess the real word and so on. For example.

NONSENSE WORDS

Nonsense word ..... to prive

Real word ..... to break.

One student would have to explain 'to break' without using the word but using the nonsense word.. to prive.

... if I jumped out of the window I would prive my arm ...

The second student would have to guess the meaning of prive or in practice supply the verb, to break. This was O.K. in theory, but in practice the nonsense element of the game became intrusive. Another solution was needed. The solution we adopted was to use the letters of the title of what we were doing to represent the unknown word we were using a language assistant game and to use a lag, to lag, laggish and lagging in all possible situations. This was the only major change.

PARTIAL SUCCESS

TO 'LAG'

SOLUTION 2

Our solution then to the problem of explaining was to devise a game that assistants could play in pairs, or groups, that simulated the explaining situation in a class where a number of words etc. had to be explained to French pupils.

Explaining so far has been assumed to be a homogenous skill. Clearly this is not so. There are many types of explaining; we identified six types commonly usable in the conversation class

TYPES OF EXPLAINING

1. Giving an example
2. Giving a definition
3. Using the unknown word in context
4. Giving a synonym
5. Demonstrating
6. Giving the French translation

We now had a game where assistants had to explain to a partner a word,phrase etc. without using that word, but using one of six different types of explanation. For example, explaining 'fish and chips' by using it in context, or 'closing time' by giving a definition. At this stage we were able to have some trial sessions with assistants to see if we could devise a suitable set of rules to enable the game to be useful. From some French school textbooks we identified a list of words from passages on "the British way of life". Some 20 assistants volunteered to be guinea-pigs! The rules for these sessions were:

RULES

The game was played in groups of four or five.

The assistants took it in turn to be explainer or teacher with the others acting as a guessing panel or class. (In this sense the game is not unlike 'Charades'.)

Before each turn two packs of cards were shuffled A techniques pack ... containing cards with the type of explanation, i.e. in context, translation etc., and a pack with the words to be explained.

During the trials we used the general concept of "British Characteristics". (see Appendix J1 for complete list of words).

The teacher then selected the top card of each pile, first a technique card and then a word card.

He attempted to explain using the technique indicated the word on the word card without actually using it. Where it was necessary to use some replacement he substituted

lag, to lag etc.

The class, after consulting, guessed the word; only three attempts are allowed at guessing. If the word was guessed by a member of the class then a. the "teacher" scored a mark related to the difficulty of the explaining technique. The following scores applied:

SCORING THE GAME

1. Give translation ..... 1 point
2. demonstrate ..... 2 points
3. give an example ..... 3 points
4. a definition ..... 4 points
5. use a synonym ..... 5 points
6. use the word in context 5 points

This was an arbitrary decision, but there seemed to be some agreement among players as to the order, if not the magnitude of the marks. The member of the class guessing scored one point in all cases. b. If the class didn't guess, the "teacher" was allowed two additional tries. If the explanation didn't elicit the correct answer, then the "teacher" scored no points and the turn passed on. If a technique card was turned over that was impossible .. demonstrate, bacon and eggs then the next card was turned over. Only one pass was allowed.

The rules proved adequate, although there was some explaining required to begin with! These rules gave the game a fairly competitive spirit. There was a chance element, but the dominant feature was that the better at explaining the teacher was, the more points he scored.

VARIETY OF WAYS GAME PLAYED

During these trial sessions the game was played in a variety of ways.

a. randomly selecting the technique.
b. selecting the most appropriate technique - in practice this meant the one where the teacher could be sure of scoring points!
c. in teams: the group were divided in to two teams Each team drew up a series of words on a topic they selected. Among those selected were 'my home town' and 'school life in the UK'. When the word lists were complete they were exchanged with team A taking it in turn to explain team B's list and vice versa.
d. in pairs: an explainer and a guesser.

The participants generally agreed that the game was fun to play, and that they found explaining more difficult than expected. There was some reservation about whether the game actually 'taught anything' but it was agreed that in a further modified form it would be usable as a game in French classrooms. Particularly with the top three classes.

LAG AS A CLASSROOM GAME

After the initial trials we felt that it might be possible to organise a contest for our assistants to find 'the LAG of the Year'! The idea was to keep up interest in explaining by having a public contest where contestants would attempt to explain to a panel, a list of words, phrases, etc. The panel would attempt to guess the 'mystery' word and for a correct guess the contestant would score one point. The following set of rules were devised:

LAG OF THE YEAR

1. Each contestant will be given 2 minutes to explain 15 words or phrases
2. The words must be taken in the sequence given. A contestant may pass if unable to explain.
3. Any technique of explanation is allowed except using the French translation.
4. None of the words appearing on the cards may be used: instead the words lag, to lag, laggish and lagging may be used.
5. The panel will be allowed 3 guesses at an explanation, if the contestant wishes.
6. The winner will be the contestant scoring most points. In the event of a tie, an elimination round will be held.
7. The referee will be the final arbiter in the event of a dispute.

The rules were a development of the original idea. The modifications were introduced, e.g. the time limit, taking the words in a sequence, etc. to increase the gaming element and to introduce an element of strategy into the rules. In its final form the contest was not unlike the BBC television series, Master Mind.

Eight assistants took part in the contest with a number of others including university staff, in the audience. The panel was made up of members of the university, the local College of Education and the Director of the Scottish section of the Central Bureau for Educational Visits and Exchanges. A winner was found at the end of one round, he scored 13 out of the possible 15. The university French Club provided a small prize and it was presented by the Headmaster of the local Total French school (see Appendix J2 for a complete list of the words used. The lists were sorted so that they contained an equal sample of phrases, words, idiomatic expressions etc). The accompanying photographs were taken during the LAG contest. A postmortem after the contest identified one or two problems both with the rules and with the 'spirit of the game'. In general the contest was a success. In our evaluation of the training (see Appendix) the LAG practice and contest were both thought to be enjoyable and useful. There was one reservation with regard to its usefulness.

EVALUATION

Contestants, panel and audience enjoyed the afternoon. The atmosphere was kept relaxed and informal. The specific points needing attention were due to the gaming side of the contest. One or two of the contestants used a fairly liberal interpretation of the rules to explain words. In one example, to explain the word 'how' the contestant held up her hand in a Red Indian type salute! We felt afterwards that this type of explanation, while it didn't spoil the contest, if anything improved it, was not sufficiently in keeping with the educational aim of the game. It depended too much on shared experience of contestant and panel. Something that is not true in the assistant-pupil contact in France.

As a result of our experiences with LAG we have been able to devise two sets of rules for the game. One intended as a proper training simulation, the other suitable for a class game in France or as a contest in this country. We have called these games LAG (Training) and LAG (Contest).

They differ in superficial ways although they have somewhat different aims. (see Appendix J3 and 4 for the rules). Further development of LAG is clearly possible. It can be played in a wide variety of forms. Another development, which has so far not been attempted, is to devise a parallel game called QUEST,... a game that emphasises the skill of questioning.

QUEST

To begin with we identified a problem. The game suggested itself as one possible solution. However it is only part of the eventual solution as we would like to augment LAG with some more purposeful training in the skill of explaining. An academic game has a very useful contribution to play in the trainers array of techniques but it is also necessary to be able to give more detailed and controlled practice in acquiring skills. A Mini course (Borg, et al., 1971) in explaining is the additional element in this part of the training package (see conclusions for a discussion of this development)

MINI COURSE

References

Bellack, A. et al (1968) The Language of the Classroom, Teachers College Press.

Smith, R.O. and Meux, M.O. (1962) A Study of the Logic of Teaching, Illinois, USA

Tansey, P.J. (1971) Educational Aspects of Simulation

Borg, W.R. et al (1970) The Mini course, Collier Macmillan, London.

2.3.3 Tape/Slide Programme : 'French Schools: Inside and Out'

This consists of a series of 45 slides and an accompanying sound commentary lasting just over 20 minutes. It is a visual introduction to the outside and inside of a typical French school, or rather to a few different schools, both Parisian and provincial, new and old. It attempts to give an idea of what the buildings and playground look like, as well as the classrooms, library, and staffroom. Along the way it points out differences in the running of the school, from the pupils' point of view and from that of the teachers as between France and Britain, with several

VISUAL INTRODUCTION

hints designed to help the future Assistant settle into school routine more quickly and easily, and to help him make full use of its facilities.

2.3.4 Information hand-out : 'France (and Geneva) 1976'

DOCUMENTS AND FORMALITIES

This consists of seven pages of notes on points of information derived from past experience and questionnaires received from previous Assistants. It deals with documents Assistants should take with them, local police formalities, courses to follow, university enrolment, finances, travel, integration, social activites, success in class, and other points. (For full handout, see Appendix K).

2.3.5 Text books and other documentary material assembled

DISPLAY OF TEXTS

From Easter onwards in the French Department Reading Room at Aberdeen University a collection of various texts and documents of interest to future Assistants was available for consultation. It consisted of material brought back from France, French school text-books for teaching English (see above 2.2.2), other specimen copies of books on Teaching English as a Foreign Language, various publications of the Central Bureau and the Office national, anonymous questionnaires filled in by Assistants giving helpful hints and a foretaste of what problems may arise (see above 2.2.2). The'information bank' is still being added to and is always available to students for consultation, without supervision. (See Appendix L for full list.)

2.4 Training

2.4.1 General

Optional training sessions, some using material developed as a result of the research trip, were put on at various times of the summer term 1976, in three main stages:

RESIDENTIAL TRAINING

a) during the annual residential study week-end (23-25 April 1976) at Tarradale House, near Inverness, attended by a majority of candidates for Assistantships

SEMINARS

b) at prearranged times, usually Wednesday afternoons (traditionally free of classes) during the course of the summer term.

3 DAY COURSE

c) during a special three-day course attended by nine volunteers and held after the summer exams (and before results were published) from 14th to 16th June 1976. This was planned to cover skills and knowledge we had identified during the research trip as being part of the Assistant's job.

In addition an introductory talk to Assistants had been given in January 1976, at the time of application by Mr. J. Wake, the director of the Central Bureau (Edinburgh).

2.4.2 Main training sessions :

TARRADALE

1. A 1½ hour session at Tarradale led by GEH : listening to and dicussion of a recording of a specimen class (comprehension and exploitation of a written test: 'Woman drove a double-decker in a mini-skirt'), followed by simulated teaching practice : conversation groups led by volunteer students. (See Appendix M for text used).
2. A 1½ hour session at Tarradale led by Dr.David Cram, Lecturer in Linguistics, Aberdeen University: illustration of how to make up and use situation-based dialogues, followed by working groups listing a number of situations and games which could be used in class by an Assistant. (See Appendix N for report produced by a student after a final plenary session).

SEMINARS

3. During summer term, two sessions for different groups led by GEH : viewing and discussion of a video-cassette recording 'The Conversation Class' made by John Mitchell for the Lanarkshire Education Authority. Its general aim is to: illustrate the possible development of a lesson using an everyday conversational situation and dialogue (buying a train ticket) to practice a particular grammatical form (the interrogative). (See Appendix O for associated handout).

4. During summer term, two separate sessions for different groups led by GEH: viewing and discussion of the tape/slide programme 'French Schools Inside and Out' (See above 2.3.3). The unit was also available for individual viewing on request from the Language Laboratory Tape Library, and was borrowed by a few students who missed the group showing.

EXPERIMENTAL LAG SESSIONS

5. During the summer term: two experimental sessions used to test and develop the LAG game on the skill of explaining, plus the formal LAG contest. (See above 2.3.2).

6. Separate mention should be made here of the informal open-ended training material available in the 'information bank' taken to Tarradale and then left in the French Departmental Reading Room (see above 2.3.5): French school text books, books on Teaching English as a Foreign Language, publications of the Central Bureau and the Office national, questionnaires filled in by previous Assistants. In addition the information hand-out 'France (and Geneva) 1976' (see above 2.3.4) was equally important as training material, although no formal sessions were organised around it.

3 DAY COURSE

As part of the three-day course Monday 14th to Wednesday 16th June:

7. Monday AM : listening to and discussion of short recorded examples of different classes, meant to illustrate the three phases of language teaching as applicable to the Assistant : Presentation, reinforcement, exploitation. Session led by GEH.

PHASES OF LANGUAGE TEACHING

USE O[illegible]TEN TEXT

8. Monday PM : Talk (and discussion) on how to use a written text as a starting point for an oral language class, plus other hints for the Assistant. Session led by Jean Ironside, Lecturer in Modern Languages, Aberdeen College of Education (See Appendix P for hand-out used).

PRONUNCIATION

9. Tuesday AM : Talk on pronunciation and intonation in English and corrective phonetics for the teacher of English as a foreign language, accompanied by an

illustrative hand-out. Talk given by Avis Swarbrick, Lecturer in Linguistics, Aberdeen College of Education (See Appendix Q for hand-out used).

GRAMMAR

10. Tuesday AM : Talk by Miss Swarbrick on the grammar of English for teaching purposes.

RUNNING A CLASS

11. Tuesday AM : Hints on planning a class by GEH : Preparation of aims, methods and materials.

12. Tuesday PM : Recording of a short talk.

RECORDING A TALK

On Tuesday afternoon we arranged a recording and playback session for practice in lecturing (giving a talk). The assistants were asked on Monday to prepare a short talk of no more than 5 minutes on a subject of their choice. The seven assistants taking part prepared talks on a variety of topics. (Canoeing; A visit to Poland; My Home Town (2), etc.)

PURPOSE

The aim of the afternoon was to give the Assistants practice at speaking formally and having their short lectures played back for analysis. As a secondary aim we attempted to list those characteristics of talks that made them more or less successful.

To begin with the assistants gave their talks while other members of the group acted as an audience, at the same time a sound recording was made. (see Appendix for a list of equipment). One talk followed on from another with only a short break for changing places and getting settled. No analysis of the performances was attempted at this stage. On completion of the recording-half of the session, the group split into two halves. GEH and RMcA taking a group each in separate rooms. The

PLAYBACK

recorded talks were then played back with time after each one being used for analysis. On viewing the recordings

COSMETIC EFFECT

the students experienced a considerable 'cosmetic effect' and some anxiety about the nature of the recordings.

Only two or three of the assistants had heard their own voices before and therefore most commented on the cosmetic nature of their performance before its presentation or content

The analysis of the talks was of the simplest form. In general, identifying strong and weak features. GEH and RMcA acted as fairly non-directive tutors eliciting perceptions of the talks from the assistants. Little direct criticism was attempted and in fact the tutors job at times was to protect the assistant from too devastating criticism either self-inflicted or coming from his colleagues.

CHANGING PERCEPTIONS

The afternoon concentrated on changing the perceptions of the assistants. In the time given it was not possible to change performance. (It would be necessary for an opportunity to teach and 'reteach' to achieve the latter).

CHARACTERISTICS OF TALKS

After the talks had been replayed and analysed the groups attempted to draw up a list of important characteristics of talks. Although the groups worked independantly until the last 15 minutes when a plenary session was held, there was a remarkable concensus as to features or characteristics of effective talks. The characteristics, while rather ill-defined(in the words used by the assistants) are worth noting as they show how untrained assistants can, if given a chance, show considerable sharpness in perceiving effectiveness in lectures. The characteristics were :

Intonation
structure
grammatical sequence
style
logical sequence
pace

It should be emphasised that the tutors were providing little input to the analysis, apart from organisational comments. This sharpness of perception on the part of the assistants, was very welcome.

13. Questioning

On Wednesday morning the course moved on to the skill of questioning. Questioning as a skill had been identified as being very important to assistants in previous training. It forms the other half of the pair of skills 'Explaining and Questioning'. The morning was taken up with a training session in observing and recording various types of questions. The general format was that of training in observation skills (McAleese, 1974). A programme shows the sequence of events.

QUESTIONING PROGRAMME

1. Introduction to the skills of questioning
2. Types of questions
3. Examples of questions
4. Classifying examples of questions
5. Listening to and watching an assistant having a conversation class ... identifying types of questions
6. Recording types of questions

The last part of the morning was taken up with practice on a pupil evaluation form. The session lasted three hours. The theme of the morning was that of introducing the variety and functions of questions. A general handout (Appendix R1) detailed some general points. These general points were developed against a categorisation of questions into four types :

TYPOLOGY OF QUESTIONS

Administrative ... dealing with organisation
Factual ..... where a fact or concrete answer is expected
Reflective ..... questions that cause pupils to think or give an opinion
Probing ..... follow-up questions (to any of the previous three)

This typology, although very crude, distinguishes between different types of expected pupil behaviour, .. an important part of the skill of effective questioning for the assistant to grasp. In order to help the assistants recognise different types of questions some

time was spent eliciting questions and categorising a list of questions taken from an assistant's conversation class. (Appendix R2). A recording of an assistant taking a conversation class was played on a VTR (recorded the previous year). The assistants were asked to listen

LISTENING

to the different types of questions and mentally code them. This part of the training was designed to train assistants to recognise different types of questions. Before being able to use questions effectively, teachers must be aware of the variety of questions and be able to

OBSERVATION SHEET

recognise them in a classroom context. The observation sheet (Appendix R3) was designed to help further with this part of the skill training.

PUPIL EVALUATION SCHEDULE

The Pupil evaluation schedule (Appendix R4) was used to give the assistants some feedback on their general performance. Practice in the morning was simply the clarification of the various elements and explaining how it was to be used.

The morning's work was designed to help the assistants become aware that 1. questions are an important part of the assistants armoury and 2. there are a variety of questions that have different implications and different techniques associated with them.

The morning also provided the assistants with some practice in developing their own questions and trying these out in their colleagues. An important element of

ROLE OF THE TUTOR

the morning was the role of the tutor. In this situation he took on a more direct role than the previous day and at the same time he modelled a teacher (assistant) using questions. This 'implicit modelling' has been found to be very effective in sensitising the assistants to the type of work they must undertake in classes.

The afternoon was divided into two parts: to begin

FRENCH PUPILS

with a recording session with pupils from the local Total French School and secondly an analysis of the recordings made in these conversation classes. It has been the practice for some years now to give the Aberdeen assistants

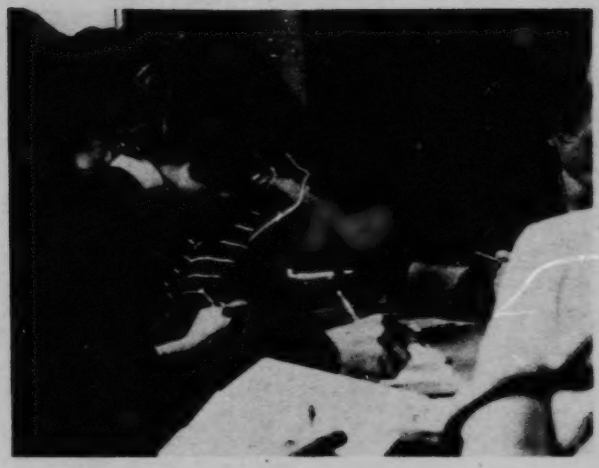
a chance to have a conversation class with French pupils. We have been able to do this due to the co-operation of the headmaster of the Total School. Some 10 to 15 pupils come to the university for an afternoon, and after having classes, a visit to some interesting departments is usually organised. This year the format was as follows:

VIDEO RECORDINGS

Eight assistants formed the group for the afternoon. They were divided into two groups, taking into account what we knew about their placement (C.E.S. or Lycee). We similarly divided the Total pupils into a young and older group. We then tried as far as possible to match the two groups. The assistants were also divided into two groups so that we could make two parallel recording groups. One group had their class video-recorded the other audio taped. (See Appendix R5 for details). In advance the assistants had prepared classes on a variety of topics. (How the Post Office works (using a poster); a poem on Piano Practice (Text reproduced in Appendix R6) etc.) Each assistant had some 15 minutes with a group. A recording was made, but apart from the odd interruption, the classes were as normal as possible. At the end of each class the pupils were asked to rate the assistant they had just had on the Pupil Evaluation Schedule. (Appendix R4). The pupils had a little practice before they started and they seemed to find this task fairly easy. The evaluations were collected and not shown to the assistants until the playback session. Generally the recording sessions went well. There was some obvious stress in the assistants but no one refused and at the end of the recordings there was almost a 'family' feeling among the 'blooded teachers'.

PLAYBACK

Again for convenience (a question of time) the playback sessions were organised in two groups. A sound group and a video group. The playback format was the same in each case. First the recording was played. (Usually the complete recording but not always). The teacher concerned was asked to start the discussion.



Similar reactions were found to the previous days session; i.e. a dominance of cosmetic remarks to begin with. This was particularly true of the video group. The tutors moderated the comments made by the assistants and attempted to keep the session moving forward smoothly. From time to time there was some direct advice given, but once again the tutors were trying to get the assistants to look critically at their own teaching, and only where necessary making comment. These recording sessions with the associated replay are always the most popular feature of the course ... after the event. The fact that the assistants get a chance to work with real pupils is an obvious contributory factor, but it is also the chance to try out ideas and to get a realistic sample of what their work in France is going to be. One very interesting feature of this years session was that those assistants who said they enjoyed the afternoon least also received lower ratings from the pupils for interest and personality. Clearly their reservation about the work or the stress that they were experiencing was detected by the pupils.

EVALUATION

The recording and playback session brought the three day course to an end. Before the assistants departed they completed a detailed anonymous questionnaire on the whole of their programme. For a discussion of this see the section on evaluation.

References

McAleese, R. (1974) Interaction Analysis and Microteaching a training programme in FIAC. APLET Occasional Publication, 3, 26-38.

3. Evaluation

It is conventional to make an evaluation of all endeavours. The theory, one is lead to believe, is

FEEDBACK

that knowledge of present performance can be feedback into future planning to modify (Improve?) subsequent outcomes. Evaluation also has its political

ACCOUNTABILITY

implications in respect to the accountability of developers and researchers for funds, support etc. Evaluation is further seen as a measure of quality control and again as a means of informing decision makers. In evaluating our work we see the job as impinging in all four of the above categories. Most important to us is the use of evaluation to give quality control. As a result our evaluation strategies are geared to giving us information about the component parts of the programme (i.e. formative) and not directly at fulfilling the other commitments. Our evaluation to date has been

ILLUMINATIVE

'illuminative' as opposed to psychometric. (Parlett,M. and Hamilton, D.(1975)). We do however see the need for summative evaluation, but this has not been attempted so far.

This is the third occasion we have attempted to give the assistants a short training programme. This year, because of our field work with assistants in France, we have been able to provide more material and a wider range of activities than previously. It is therefore an appropriate time to take a look at what we have done.

We have attempted to provide some initial training for assistants. Primarily this initial training has

GAIN SOME EXPERIENCE

been aimed at giving the assistant a chance to experience what some of his work is going to be. Because of the time available, both students and ourselves have been limited in the amount of direct contact possible. We would therefore see the development of our work as moving towards more self-instructional techniques. Our work this year has allowed us to identify areas of future development for self-instructional training. (see below).

In response to an evaluation form (Appendix S) the assistants gave the responses in Table 1.

Assistants Reactions to Training Programme

TABLE 1

Training Element	Score for Enjoyment*	Score for Usefulness*
Listening to a recording of a specimen class and simulated teaching practice	3.85	5.00
Tape-slide unit 'French Schools Inside and Outside'	4.42	4.71
LAG practice and contest	5.37	5.52
Phases of Language teaching	4.00	4.50
The use of written texts in classes	5.25	5.30
Pronunciation and intonation	4.5	4.88
The grammar of english	4.25	4.77
Planning a class	3.87	4.77
Recording a talk	4.14	5.75
Playback of recordings (Talk)	5.14	5.87
Questioning	4.5	5.00
Teaching practice with pupils	5.62	6.00
Playback of recordings (Conversation class)	5.62	6.00
Total Scores	4.65*	5.21*

*Mean Score
Range, 1.00 (Very Poor) : 6.00 (Excellent)

Although the system of scoring was very crude, it is possible to see that in general the training was thought to be both enjoyable and useful. Open ended comments (see below) bear this out. It is not surprising that the overall scores favoured the usefulness dimension. One would expect quite a lot of training to be useful to the trainees but for them to find it hard work. We were pleased therefore that our assistants enjoyed the training so much. The most popular feature was the practice with the Total pupils. Although we were not surprised, we still find it fairly difficult to construct a good explanation. (see above). The least popular element was the session on class planning. It was considered useful but it was the least useful. Every course must have a least popular session, but we felt ourselves that this was the weakest. It was most theoretical and it misjudged the expectations of the assistants at the beginning of the course. It is interesting, but not significant given the size of the sample, that the LAG game was thought to be more enjoyable than useful. We hope that modifications to the game and a clear statement of its dual purpose might help here. Looking back we attempted to emphasise the gaming aspect too much and not enough its use as a teaching aid. The tape-slide unit on French schools was satisfactory. The format will need some development before it proves more useful. The main defect with our attempts at constructing tape-slide units was the dependence on the slide element. It is this dependence on <u>having</u> to use slides that forces a visual element when is not necessary. The <u>visual</u> material we collected in France was the least successful in terms of the variety of uses that might be made of it.

ASSISTANTS ENJOYED THE TRAINING

LAG MORE ENJOYABLE THAN USEFUL

VISUAL ELEMENT LEAST SUCCESSFUL

OPEN-ENDED EVALUATION

The evaluation contained several open-ended questions to supplement the ratings. The most <u>useful</u> session was

MOST USEFUL

> ..... the practice with the French kids, gives one an idea of how to cope with the subject.
>
> ..... tape and video-recordings, profitable, practical experience, allowed for self-assessment before going to France.

MOST ENJOYABLE

The most enjoyable

> ... the real live session with the French children, because all the theory was put into practice and I felt at great ease with the children, so I felt the effort of the course was rewarding.

One other question allowed the assistants to give an unstructured answer; 'What was the most important thing that you have learned or gained from the course!?

> ... I had a few pictures in my mind how I might act as an assistant but now at least I know vaguely how to face a class, so perhaps some of my ideas might get a chance to be successfully used.
>
> ... the importance of preparation.
>
> ... how to cope (I hope).
>
> ... I have learned much about the English language.

One critical comment came a little too close to the quick. In response to the question; 'Which part of the course was

LEAST USEFUL

least useful ? and why', an assistant observed;

> ... Monday a.m., can't really remember, but we didn't seem to be told anything constructive, we just gave our opinions. (Our underlining).

This seemed to be a veiled warning that the assistants having given up their free time expected quite a lot of input from the content of the course. Our comments about 'non-directive' techniques should be read carefully, and be related to the stressful self-confrontation sessions not the conventional teaching encounters.

OVERALL EVALUATION

If we turn to an overall evaluation of the project the following observations are pertinent.

1. There is a need for training to be offered for assistants.
2. It seems that this training should be of a practical nature.
3. We have not established the most effective way of using either the sound recordings of classes or the visual material. However, we would be more confident with the sound recordings. (Several of these recordings have been used in teaching not connected with the assistants. R.McA has used classroom recordings in courses concerned with Classroom Research. In particular one of a

conversation class in which the teacher (assistant) seems very confident but creates havoc).

4. We would highlight the importance of providing the assistants with some basic understanding of their own native language.

Reference

Parlett, M. and Hamilton D. (1975) in Tawney, D. (Ed.), Curriculum Evaluation Today, Illuminative Evaluation : a new approach to the study of Innovatory Programmes.

See Also

Hare, G.E. and McAleese, R. (1976)
Training the Modern Language Assistant
Modern Languages in Scotland; 9, 104-109

4. Conclusions

The fieldwork in French schools (observation of Assistants' classes, interviewing Assistants and school staff) gave us an up-to-date (if not a complete) picture of the work of English Language Assistants in France, and gave us a clearer appreciation of some of their problems. Some difficulties they experienced in their classes could be lessened, we felt, by more practical pre-training. The experience gained in France also helped us structure the subsequent training course around what we perceived to be the training needs of future Assistants.

In addition the trip allowed us to collect audio-visual material (live classroom recordings, slides, interviews) that we needed to build into the course - to give trainees an idea of what the job would be like, and to give them practice in specific skills required for the job (e.g. explaining, questioning). However, we found that the training course would have benefitted from a wider selection of audio-visual material. We had not been able to collect any more than we did for various reasons : the trip was of limited duration; our assessment of the Assistants' problems and of the training needs of future Assistants was being formed during the trip; our identification of the material we needed to collect had necessarily to be done at the same time as our collection of it. In simple terms we only really knew what we were looking for, when we had found it.

WIDER SELECTION OF MATERIAL NEEDED

We should like therefore to supplement our existing collection of source material by a second fieldwork trip. Since, during the course of the original fieldwork and the subsequent training course we formed a clear view of the type of material needed and of the most effective methods of collecting it, we feel that a second visit in the school year 1976-77 would be of great value.

SECOND FIELDTRIP

This was one of the reasons why, in May, with the help of the Central Bureau (Edinburgh) and the Office national (Paris), we arranged for four trainee Assistants to be nominated to posts in four of the French schools we

PLACEMENTS ARRANGED

had previously visited, and therefore where we had seen their predecessors at work and had collected material.

Sending our volunteers to schools willing to continue their kind co-operation in the project should make further collection of material easier, but in addition it will give us an opportunity to follow up our initial evaluation of the effectiveness of the pre-training by allowing us to analyse the trainees' post-training performance. We are fully aware however of the possible unreliability of attempted comparisons between the performances of one year's Assistant and his successor, even though the conditions in which he is working appear the same.

While the need to follow up the work suggests that the project is not complete, it is not too early to draw conclusions about the direction in which we believe the Aberdeen Training Course and indeed other College/University-based courses could profitably go.

The year abroad in many Modern Languages Degree courses is somewhat anomalous: it is often an integral and compulsory part of the course, and yet for its duration the 'student' is no longer a registered student - at least if he becomes an English Language Assistant, as is the case with over 90% of Aberdeen University students of French. Further, the main aim of a University department in sending a student abroad is not centred on the work for which he is paid, but on the fact of his being able to reside in France for a year. Given these anomalies, it is difficult to envisage training courses being made compulsory in the home University. And yet that is the place, and during term-time of the year preceding the Assistantship is the time, that will involve the smallest financial out-lay in training (no extra travel or accommodation costs). Training must be voluntary then, and because of the demands of teaching timetables and examinations, it must be flexible. These factors and our own experience, point towards the provision of individualized training resources on a self-help basis.

TRAINING COURSES-NOT COMPULSORY

FLEXIBLE COURSES

INDIVIDUALISED COURSES

RESOURCE BASED

In Aberdeen, the individualizing of training means building up a variety of resources (hand-outs, books, tapes, tape-slide programmes, and other documentary material) that the interested student (and experience shows there are no lack of them) can consult in his own time, at his own pace, and with his own emphasis. The material in this resources bank should as far as possible be of a self-instructional and self-evaluational nature, of the "mini-course" type (see Borg, W.R. et al, 1970). It should be made as freely accessible as possible, and be given wide and frequent publicity.

SELF-INSTRUCTIONAL

SHORT COURSE

In addition to such mini-courses, a more formally structured course should again be arranged for a short concentrated period (probably two or three days) just after the Summer examinations and before the end of term. As in this year's experimental course one or two tutors can use in particular the micro-teaching techniques described in this report.

As regards training in other Colleges of Universities, we suggest a similar approach would be useful. To avoid unnecessary duplication of effort and to make sure the full range of training material available in different centres was known, some central body (for instance, the Central Bureau) could compile and circulate a periodical news letter listing the self-instructional or 'mini course' material and other resources available for sale or borrowing from various College of University Departments and other sources. This facility would allow tutors to build up their own resource banks and training courses, choosing the material which seemed most appropriate to local needs and circumstances, building up a course on an à la carte loans rather than purchasing a whole package en bloc.

AVAILABILITY OF SELF-INSTRUCTIONAL MATERIAL

Further, the circulation of reports of the present kind would perhaps bring to the attention of some would-be course tutors, in addition to new materials available, new ideas and training methods, that he could use himself.

RESOURCES SHOULD BE COMPLEMENTARY

This individualized training on a self-help basis using a variety of resources should be seen as complementary to existing induction courses, such as the September Paris course. What the latter type of mass course cannot

provide the Assistant with however is the opportunity for individual experience of what the job is like, and the time to collect over a period of time appropriate teaching aids and materials to take over to France. (see also Hare, G. E. and McAleese, R. 1976).

In addition to our conclusions directly concerning the processes of Language Assistant Training, some other observations and conclusions coming out of our research and development work could be noted here.

OTHER OBSERVATIONS

An unexpected by-product of our training activities in the French Department over the past year has been the growth of a group identity or class spirit among those second year students about to go abroad. The Scottish system of Ordinary and Honours degrees means that perhaps one third only of ninety or more second year students will go on to do the Honours course, and the Honours class-identity usually forms slowly only on returning from the year abroad, when most students get to know each other for the first time. This year a group

ESPRIT DE CORPS

identity (and friendships) were formed among aspiring Honours students before the year abroad, and this can only be beneficial on their return.

OTHER USES OF A-V MATERIAL

The recorded material we brought back from France has also been put to other uses beyond its function in Language Assistant training. The Language Laboratory has vetted some recordings of interviews for possible use as source material for French language teaching, and the Education Department has made use of class recordings (e.g. as the subject of study for an M.Ed. dissertation on the comparison of different teaching styles).

ASSISTANTS IN TOUCH WITH SUCCESSORS

Finally, we feel we should not conclude without making one or two observations relative to the Assistant scheme in general, observations arising from our fieldwork in France and feed-back from past Assistants.

We would urge the Central Bureau and the Office national to do everything possible to put Assistants in touch with their successors, as soon as they are nominated. The earlier the nominations are processed, therefore, the better.

ACCOMMODATION

The main source of anxiety for Assistants on arrival was usually the question of accommodation. We recommend that the Office national urge the French Ministry of Education to instruct schools wishing to receive an Assistant to nominate an individual in the school to take responsibility for welcoming the Assistant and helping him find accommodation. Too often Assistants receive no communication at all from the school before their arrival and little help during the year, which occasionally culminates in the Assistant packing his bags before the end of the year.

SITTING IN WITH FRENCH TEACHERS

Some Assistants are allowed, even encouraged during the first one or two weeks of their stay to sit in on classes to observe the way English is taught in their school. Many are not and yet this has been seen to be a very useful means of adjustment and learning for the Assistant. Again we urge the Office national to recommend to the French authorities to direct schools to make this a formal beginning to the Assistant's year.

Acknowledgements

Among the many people who helped us with the project, we would like to mention the following:

Joe Wake, (Central Bureau); Mme Seznec and M.Delaquis, (Office national); H.Armstrong (Total Oil Marine Ltd); M.Hervier and pupils (Lycée Total); Jean Ironside and Avis Swarbrick (Aberdeen College of Education); David Cram, Graham Trengove and Chris Gossip (Aberdeen University); French Ministry of Education (Inspecteurs d'Academie); the heads and staff in schools we visited, especially, Hugues Journès, Gilles Bressot, Sylvette Layat, Florence Rooy, and Lucille Barbier; our assistants in France, Lesley Innes, Moyra Brown, Phyllis Armstrong, Julie Munro, Peter Watson (St. Andrews) and Mike Assender (Liverpool); the willing participants in the 1976 course, Diana Allan, Cath Atkinson, Rachel Donald, Stewart Gilfillan, Pamela Kemp, Morag McCallum, Enid McLennan, Tommy Rollo and Sally-Anne Wilkinson; Richard Morton (Medical Illustration, Aberdeen) our colleagues in the departments of French and Education, in particular Jim Laidlaw, Charles Chadwick, Brian Farrington and John Nisbet; our wives Cathy and Sybil and last but not least the Nuffield Foundation.

4. List of Appendices

A. Central Bureau pamphlet SAD/N1 1976/77: General Remarks on the Appointment of English Language Assistants to Schools and Colleges Abroad.

B. Specimen programmes of the Paris Induction Course and the Preparatory course for English Language Assistants organised by the Central Bureau (Edinburgh).

C. Sample correspondence needed to get permission from various authorities and individuals to visit one of the six schools.

D. List of equipment taken on the research trip.

E. Detailed timetable of visits to French schools.

F. List of audio-visual material collected during visit.

G. List of French school text books used for teaching English, (copies received from French publishers).

H. Specimen Questionnaire sent to Assistants in 1976.

I. Material available related to the project.

J. Language Assistant Game (LAG):
   1 LAG words used in trials
   2 LAG (Contest) words
   3 LAG (Training) Rules
   4 LAG (Contest) Rules

K. Information hand-out 'France (and Geneva) 1976'.

L. List of items in the 'Information Bank'.

M. Sample hand-outs used by Assistants in classes recorded during visit
   1 Woman drove double-decker in a mini-skirt
   2 Euthanasia
   3 Strip cartoon (with dialogue erased)

N. Report of Tarradale (residential weekend) discussion on work of Assistant.

O. Hand-out accompanying Video-cassette 'The Conversation Class' by John Mitchell.

P. Bibliography for Assistants, used by Jean Ironside in her contribution to the training course.

Q. Hand-out on English Phonetics, used by Avis Swarbrick in her contribution to the training course

R. Hand-outs used in micro-teaching session on questioning
   1 The skill of questioning
   2 Transcription of questions from recording of a class, used to practise discrimination of types of question
   3 Questioning Observation Schedule
   4 Pupil Evaluation Schedule
   5 Equipment and materials required for recording Simulated Conversation classes
   6 Hand-out used in teaching practice by a trainee (Poem)

Ş. 1 Course Evaluation Questionnaire
2 Evaluation sheet on Tape/slide programme 'French schools Inside and Out'.

APPENDIX A.

THE CENTRAL BUREAU for Educational Visits and Exchanges

Under the auspices of the Scottish Education Department, the Department of Education and Science, and the Department of Education for Northern Ireland

3 BRUNTSFIELD CRESCENT, EDINBURGH EH10 4HD.

SAD/N1

APPOINTMENT OF ENGLISH LANGUAGE ASSISTANTS TO SCHOOLS AND COLLEGES ABROAD

ACADEMIC YEAR 1976/77

GENERAL REMARKS

1. The scheme is administered by the Central Bureau on behalf of the Department of Education and Science, the Scottish Education Department and the Department of Education for Northern Ireland in respect of students and young teachers from England, Wales, Scotland and Northern Ireland.

2. Posts as English Language Assistants are available for the academic year 1976/77 in Austria, Belgium, France, Germany, Italy, Spain, Switzerland and provisionally in Latin America and Tunisia. There is also the possibility of a small number of posts in Sweden. Candidates should be between 20 and 30 years of age and should normally be university undergraduates who will have completed their second year at the time of taking up the appointment, college of education students, graduates or serving teachers under the age of 30. Students at colleges of education may apply either on completing their training or by intercalating a year abroad between the second and third years of their course, if the course allows this. Appointments are offered by the foreign authorities only to candidates having an adequate knowledge of the appropriate language and recommended by the Central Bureau.

3. Experienced serving teachers of modern languages at secondary level should also request information on the Scottish Education Department in-service training scheme, which provides for one term or full school year exchanges with teachers in France, Germany and Spain. Interchange agreements exist with a number of other European countries and details are available from the Central Bureau.

4. Assistant posts may not be held concurrent with any grant, award or scholarship. Scottish candidates should arrange the suspension of any Scottish Education Department grant which they receive during the period of their posting.

5. **For English and Welsh applicants only.** Under the scales of salaries for teachers in primary and secondary schools in England and Wales currently in force, service as an Assistant may be taken into account for increments of salary on subsequently taking up teaching employment in this country, provided that a full academic year has been served. Certificates of service will be supplied by the Central Bureau on request though they will not usually be available until the November following the year of service.

6. The attention of candidates is drawn to paragraph 6(8) of Part II of the Scottish Teachers' Salaries Memorandum 1973 which provides that periods, not exceeding in the aggregate two years, of which not more than one year was spent in employment under an official scheme of interchange while engaged in the capacity of "assistant" or "répétiteur" in France, or in an equivalent capacity in another country outwith Scotland, and not more than one year in similar employment in one other country outwith Scotland (including in each case reasonable time for travelling and vacations), will be reckoned as service for incremental placing, provided that no period or part of a period so spent which was an integral part of the degree course followed by the teacher shall be taken into account.

7. Serving teachers who apply should inform their schools of their intention in good time because of the difficulty in replacing staff. If they wish to continue to pay superannuation contributions they should write to Pensions Branch, Scottish Office Superannuation Division, Broomhouse Drive, Saughton, Edinburgh EH11 3XQ.

8. Intending teachers should note the following requirements of the General Teaching Council.
Periods of Residence: The following shall be the periods of residence required:—
(a) for provisionally registered teachers qualified by certification to teach a first foreign language on the basis of the higher standard of qualification (an Honours degree):—
(i) the school or academic session of nine months not broken by holidays at home (where the academic session of a continental university extends to only eight months candidates may satisfy the requirements in full by completing one additional month's residence provided it immediately precedes or follows the academic session),
or (ii) a period or periods amounting in the aggregate to ten months, no recognition being given to periods of less than four weeks' duration
(b) for provisionally registered teachers qualified by certification to teach a second language on the basis of the higher standard of qualification (an Honours Degree) :—
a period or periods amounting in the aggregate to five months, no recognition being given to periods of less than four weeks' duration.

(c) for provisionally registered teachers qualified to teach a modern language on the basis of the lower standard of qualification (two graduating courses):—
for each language professed a period of three months, no recognition being given to a period of less than four weeks' duration.

Candidates completing teacher training should note that service as an Assistant does not count towards their probationary period. Service in North Africa does not count towards residence in a French-speaking country.

Certificate of Residence: A certificate of residence approved by the Committee shall accompany each application, and the residence shall normally be completed, in the case of honours graduates, within five years of the award of the college certificate and, in the case of ordinary graduates, within three years of the award of the college certificate.

9. **The closing date for applications for English Language Assistantships is 31st January, 1976.** Applications made through universities and colleges will be acknowledged direct to Heads of Departments.
A preparatory course for prospective assistants will also be held in Scotland prior to departure.

10. Since applications for Assistantships usually exceed the number of posts available, a scale of priorities has to be imposed in the selection of candidates according to the balance between supply and demand in each country. All candidates should indicate where possible an alternative country in which they would be willing to accept a post, should their candidature for their first choice be unsuccessful. Appointments in Austria, Belgium, Italy and Switzerland are relatively few in number. As it is not possible to obtain posts for all applicants **appointments are for one year only.**

11. **Candidates must be willing to accept any appointment offered to them and applications will only be accepted on this understanding.** It is impossible to meet all demands for appointments in certain centres. Posts in capital cities and university towns are limited, and while it is open to candidates to express a preference for some particular district (the reasons for which must be stated), no guarantee can be given that they will be appointed to the place of their choice. Assistants who withdraw after having accepted an appointment cause much inconvenience to the school and the national authorities concerned and they should not consider withdrawal unless there are compelling reasons for doing so. If it is necessary to withdraw the Central Bureau should be informed immediately.

12. Although sufficient to cover the normal living expenses of single persons, the allowance is inadequate in itself for married couples. The authorities in some countries may not be prepared to consider the appointment of a married candidate unless assured that the spouse will neither accompany nor join the Assistant for any length of time during the period of the appointment. If a husband and wife both apply for posts there can be no guarantee that they will be appointed to the same locality, though the foreign authorities will be asked to make adjacent postings.

13. Some candidates may be called to attend interviews at appointed centres. All expenses incurred in attending interviews have to be borne by the candidate.

14. It is not possible for the Central Bureau to inform candidates until April whether their application has been accepted and forwarded to the foreign authorities, at whose discretion appointments are offered. Thereafter successful candidates will be informed by the Central Bureau of the progress of their application.

15. Candidates should note that foreign authorities and schools attach considerable importance to the presentation of completed forms and the appearance of photographs.

16. The Assistant's basic duties are to take small conversation groups for 12 hours per week (e.g. 12 classes of 60 minutes, 18 classes of 40 minutes, etc.) and to give pupils an insight into the way of life and institutions of this country. Candidates should therefore be able to enunciate clearly, have a reasonable knowledge of life and culture in Britain, the ability and willingness to discuss topics of interest with young foreigners possessing a varying command of English, and be ready to play a full part in the everyday life of the school. These points are stressed, as it is by performing their duties satisfactorily that Assistants can best contribute to the study of English in the school and derive most benefit from the scheme.

17. The Assistant does not normally have supervisory duties, but may be asked to help with games or other school activities. This is however a voluntary arrangement and is not an essential feature of the scheme.

Teaching situations and the response of pupils vary greatly from country to country, school to school and class to class. The response of the pupils depends among other things upon their command of English and the level of which they are capable. It is accepted that the Assistant is not normally a trained teacher and classes are normally conducted informally with small, often voluntary groups, the aim being to help pupils to understand spoken English and to increase their confidence and ability in speaking English themselves. The Assistant may also be asked to give short talks on topics being covered by the permanent staff, and to help with reading and dictation practice. The work demands a sympathetic attitude by the Assistant, who need not insist on perfect pronunciation, but should give guidance through personal example and graded repetition exercises. It is recommended that some time and thought be given before departure to the collection of simple teaching aids, such as visual material, everyday documents, magazines, records, etc., and to how they might be used.

A

18. Outside the stated 12 hours of work the Assistant is left free, subject, of course, to the usual discipline of the school and should have ample opportunity for study. It is sometimes possible for the timetable to be adjusted so as to allow long weekends or full days off for travel or attendance at university or other courses.

19. It is recommended that Assistants try to establish contact with schools to which they are appointed as soon as postings are confirmed. This contact can be of great social and pedagogical value. The Assistant is usually accorded normal staffroom privileges and access to most aspects of the everyday life of the school.

20. Introductory courses are arranged in most countries at the beginning of the period of appointment. It is expected that Assistants will attend. Details are not available at the time of going to press; successful candidates will receive these as early as possible.

21. The Assistant will be responsible for the cost of the journey and expenses to and from the place of appointment. Neither the Central Bureau nor the UK Education Departments can make any grant towards these costs. In the case of those attending the introductory courses it is hoped the participant's sponsoring establishment will reimburse fees.

22. The Assistant may not, without prior written permission from the Central Bureau, publish any account of the establishment to which he is appointed.

NATIONAL INSURANCE

23. Assistants are not liable to pay United Kingdom national insurance contributions while they are abroad but in most cases may contribute voluntarily at the self-employed person's rate (Class 2) or non-employed person's rate (Class 3). On return to this country Class 2 contributions will count for all benefits except unemployment benefit and Class 3 contributions for all except unemployment and sickness benefit and maternity allowance. Advice may be obtained from local social security offices or the Department of Health and Social Security, Overseas Group, Newcastle upon Tyne NE98 1YX.

24. Assistants will generally be required to contribute to the social security scheme of the country in which they serve. By the terms of the European Economic Community arrangements and the reciprocal agreements between the United Kingdom and Austria and Switzerland, contributions paid to the social security schemes of the countries concerned may later be taken into account in assessing certain benefits under the United Kingdom national insurance scheme. Further details of these provisions are obtainable from the Department of Health and Social Security. Assistants appointed to Spain will be offered a medical insurance policy by the Spanish authorities.

INCOME TAX

25. Under Double Taxation Agreements between the United Kingdom and the Governments of Austria, Belgium, France, Federal Republic of Germany, Italy and Switzerland, British Assistants are exempt from foreign income tax for a period of up to two years while employed in any of these countries. Assistants who remain in employment in these countries for more than two years, inclusive of visits abroad during school holidays, become liable for foreign income tax for the whole of the period of employment.

26. Assistants appointed to schools in Spain, with which country there is no Double Taxation Agreement, will be liable for income tax in accordance with the regulations currently in force. It is, however, anticipated that the allowance paid will not be taxed and the Spanish authorities will be prepared to consider Assistants to be receiving a scholarship.

27. Enquiries regarding income tax should be addressed to local Inspectors of Taxes.

NOTES RELATIVE TO PARTICULAR COUNTRIES

The following notes have been drawn up in consultation with the appropriate foreign authorities but applicants should bear in mind that this leaflet is produced a year before appointments commence and that there will almost certainly be amendments before the academic year 1976/77 begins. Fuller notes on individual countries are issued to successful candidates on appointment by the Central Bureau.

A

Austria

(a) **Period of appointment:** 1st October to 30th June, preceded by introductory course.
(b) **Allowance:** 6,367 Schillings per month, payable in arrear.
(c) **Types of school/college and age of pupils:** general, technical and secondary grammar schools, ages 10-19.
(d) **Accommodation arrangements:** normally in private families; a few appointments may be made in boarding schools.
(e) The Austrian authorities may not be prepared to accept candidates under 21 years of age by December 1976. Applicants with a good knowledge of English language and literature are preferred since the Assistant may be employed on classroom work under the direct supervision of the Austrian teacher.

Belgium

(a) **Period of appointment:** 1st October to 30th June.
(b) **Allowance:** 8,000 Belgian Francs per month, payable in arrear.
(c) **Types of school/college and age of pupils:** lycées ages 11-19; or training colleges (écoles normales) ages 16-20.
(d) **Accommodation arrangements:** the school authorities will be asked to help in arranging accommodation.

France

(a) **Period of appointment:** 1st October to 15th June, preceded by introductory course.
(b) **Allowance:** the net allowance after deductions for social security will be about 1,600 Francs per month, payable in arrear until the end of June.
(c) **Types of school/college and age of pupils:** most postings will be in secondary schools (lycées and collèges d'enseignement général or secondaire) ages 11-19 or training colleges (écoles normales) ages 16-20 but a few posts will be available in specialised schools and centres. There will also be posts as monitrices scolaires in écoles maternelles, ages 2-6. These are particularly suitable for serving and intending primary teachers who may also express a preference for a 'Section Bilingue' posting about which separate notes are available on request.
(d) **Accommodation arrangements:** Assistants appointed to Paris may be granted permission to live at the Collège Franco-Britannique in the Cité Universitaire provided that they are registered for a university course. Those appointed outside Paris will where possible be lodged in school, sometimes free of charge. They may also be able to take meals at reasonable cost with their pupils. Otherwise heads of schools will be asked to help the Assistant find suitable lodgings. No money allowance is made in lieu of free accommodation if the school is not able to provide it or if the Assistant wishes to live elsewhere.

Federal Republic of Germany

(a) **Period of appointment:** early September to late June, preceded by introductory course. (Assistants appointed to schools in Länder whose summer term ends after 30th June may apply through their school for a special extension of service.)
(b) **Allowance:** In most Länder, 800 German Marks per month, payable in arrear.
(c) **Types of school/college and age of pupils:** all kinds of secondary school, ages 11-19.
(d) **Accommodation arrangements:** schools will be asked to help Assistants in finding lodgings.

Italy

(a) **Period of appointment:** mid-October to 31st May.
(b) **Allowance:** the net allowance is 160,000 Lire per month, payable in arrear.
(c) **Types of school/college and age of pupils:** state secondary schools, ages 11-19.
(d) **Accommodation arrangements:** normally in private families.

Spain

(a) **Period of appointment:** 1st October to 30th June, preceded by Introductory Course.
(b) **Allowance:** the net allowance is 10,000 pesetas per month, payable in arrear.
(c) **Types of school/college and age of pupils:** state secondary schools, ages 12-17; and colleges, ages 18-21.
(d) **Accommodation arrangements:** mainly in private families or pensions.

Switzerland

(a) **Period of appointment:** for the school year, August or September to July.
(b) **Allowance:** varies from Canton to Canton but is about 1,600 Swiss Francs per month payable in arrear.
(c) **Types of school/college and age of pupils:** a small number of posts available in both French and German speaking Cantons, usually in grammar schools (Collèges and Kantonsschulen); 15-19 age group on average.
(d) **Accommodation arrangements:** usually in private families.
(e) The Swiss authorities will probably only offer posts to candidates who will be at least 21 years of age by September 1975.
(f) Successful candidates will have to enrol at the university nearest their place of appointment.

Printed by S. Sidders & Son Ltd., 111-115, Salusbury Road, London NW6 6RJ.

APPENDIX B1

THE CENTRAL BUREAU for Educational Visits and Exchanges

3 BRUNTSFIELD CRESCENT
EDINBURGH EH10 4HD

Secretary: J. R.Wake, MA.
Telephone: 031 - 447 8024

Reference:

Dear Assistant,

INDUCTION COURSE IN PARIS - SEPTEMBER 21st-24th 1975

I enclose details of the induction course for English Language Assistants being arranged in Paris by the Central Bureau, the Office National and the British Institute in Paris. The course is open to Assistants appointed to schools/metropolitan France, with the exception of those appointed to the Académies of Bordeaux, Limoges, Poitiers and Toulouse who will be sent details separately of the induction course in Poitiers. The course starts on the evening of Sunday 21st September and lasts until the evening of Wednesday 24th September. Group travel is offered to those attending.

Application for the course in Paris should be made during July by completing the enclosed formsand enclosing a cheque for €35. This fee will include the cost of the train and boat journey from London to Paris, transfer to lodging in Paris, bed and breakfast for three nights, six meals, a ten-ticket "carnet de métro" and instruction. Your cheque should be made payable to "The Central Bureau for Educational Visits and Exchanges" and you will be sent a receipt which you must retain carefully as no tickets will be issued for the train. You will need to show the receipt to the organisers before boarding the boat-train. Details of the arrangements for the crossing to France, travel to Paris by train and for coaches on arrival in Paris will be issued on the train.

Your course application should be accompanied by a stamped addressed foolscap envelope. If you urgently need to know the address at which you will be living in Paris during the course, please complete the section at the foot of the form. It should be torn off and sent separately to "Accueil des Jeunes Français" in Paris with an addressed envelope and an international reply coupon (obtainable at any Post Office).

If you wish to spend a further night in Paris, Wednesday 24th September/ Thursday 25th September this should be possible to arrange after your arrival in Paris. The cost will be between 25 and 32 francs for bed and breakfast and between 6 and 8 francs for meals.

A detailed course programme will be provided nearer the date or during the journey to Paris. It will include talks by those concerned with adminis--tering the scheme, the British Institute, the British Council, French university lecturers, members of the French inspectorate. There will be opportunities to discuss your role as an English Language Assistant in France and you will be able to meet Assistants going to establishments in the département where you will be serving.

.../...

Under the auspices of the Scottish Education Department, the Department of Education and Science, and the Ministry of Education for Northern Ireland

Chairman: Sir Ronald Gould Director: James Platt Consultant for Scotland: Dr. George Reith

B1

Assistants normally receiving grants from English LEAs might find the following extract from the Department of Education and Science Administrative Memorandum 13/74 dated 28th June 1974 useful: "The Secretary of State hopes that authorities will be prepared to exercise their discretion and pay the course fees where the student's college or university is not responsible for assisting him." Scottish candidates should consult their sponsoring establishment about any assistance which may be given towards the cost of participation in the course.

We are also offering group travel from Edinburgh/Glasgow to London on Saturday 20th September. The booking is being arranged through NUS Travel and therefore only full-time students are eligible to apply. The cost of the single rail fare from Edinburgh or Glasgow to London will be £7.25.

If you would like to participate in the group travel to London, please complete the enclosed pink form and return it to this office, together with your course application. Cheques and Postal Orders should be crossed and made payable to NUS Travel Ltd. and you should put your name and address on the back. Individual tickets will be issued to each member of the group during August.

Details about registering luggage at Victoria Station during the evening of Saturday 20th September and early the next morning will be given when applications are acknowledged and receipts issued. This matter is at present being discussed with the carrier and with British Rail.

You will appreciate that the size of this operation is considerable and we would be grateful if you could submit your application as soon as possible and keep correspondence and enquiries to a minimum.

Yours sincerely,

Gill Thomson

Gill Thomson (Mrs)
Exchange Assistant

Enc. Provisional Programme
2 Application forms
1 Group Travel Application.

B1

ENGLISH LANGUAGE ASSISTANTS IN FRANCE 1975/76

Introductory Course

Provisional programme: Monday 22nd September to Wednesday 24th September 1975

Monday 22nd September

09.30	Introduction - Monsieur Delacquis (O.N.U.E.F.)
10.00	Registration with the British Institute (British Assistants only)
10.00	Intégration - problèmes des assistants Madame Seznec (O.N.U.E.F.) (other English-speaking Assistants only)
12.00	Questions
	L U N C H
14.00	Talk by Madame Seznec (O.N.U.E.F.) (British Assistants only)
14.00	Visit to Embassy (other English-speaking Assistants)
16.00	Meeting with British Embassy, Central Bureau and British Institute

Tuesday 23rd September

09.30	La vie scolaire en France - Monsieur Janicot
10.45	Teaching of English as a foreign language - Professor Gimson (Univ. of London)
12.00	L U N C H
14.00	L'utilisation de l'assistant - Monsieur Poujol (O.N.U.E.F.)
15.15	Living in France - Madame Dessein (B.I.)
16.15	Meeting by Académies

Wednesday 24th September

09.00	Phonetics - Mr. Keen (B.I.)
10.30	Teaching of English in France - différents conférenciers français
12.00	L U N C H
14.00	Technique for conversation classes - Mr Maley (E.T.I.C.)
16.00	Table ronde

AD/L. 12 (C) (PA - P)

PLEASE RETAIN FOR REFERENCE

B2

PREPARATORY COURSE FOR ENGLISH LANGUAGE ASSISTANTS

Heriot-Watt University, Riccarton, from Monday 30th June until Wednesday 2nd July 1975.

Monday 30th June

11.30 - 12.30 pm	Registration
12.30 - 2.00 pm	Lunch
2.00 - 2.30 pm	Introduction Mr J R Wake, Central Bureau, Scotland.
2.30 - 3.30 pm	The Scottish Educational System Mr S Leslie Hunter, Senior Lecturer in Education, Jordanhill College of Education.
3.30 - 4.00 pm	Tea
4.00 - 5.15 pm	Survey of English Literature Mr Killian P Marshall, English Department, Dundee College of Education.
5.15 - 5.45 pm	Working Groups
5.45 - 7.00 pm	Dinner
7.00 - 8.00 pm	Sources of Information Mrs Gill Thomson, Mr J R Wake, Central Bureau, Edinburgh.

Tuesday 1st July

9.30 - 10.30 am	Working Groups
10.30 - 11.00 am	Coffee
11.00 - 12.00	Social, Political and Economic Situation in Britain today Dr Paul Addison, Department of History, University of Edinburgh.
12.00 - 1.00 pm	The difficulties experienced by foreign children when they learn English. French, German, Spanish, Italian } Separate sessions
1.00 - 2.15 pm	Lunch

2.15 - 3.30 pm	French Educational System German Educational System Spanish Educational System Italian Educational System Austrian Educational System Swiss Educational System	) separate) sessions) with) specialist) speakers) as required
3.30 - 4.00 pm	Tea	
4.00 - 5.45 pm	Talks by former Assistants - separate sessions as required	
5.45 - 7.00 pm	Dinner	
7.00 - 8.00 pm	The Making and Use of Simple Visual Aids Mr David C McCartney Notre Dame College of Education.	
8.00 - 9.00 pm	Groups for singing and dancing (optional)	

Wednesday 2nd July

9.30 - 10.30 am	Practical Aspects of English Language Teaching Mr John Mitchell, Modern Languages Adviser, Lanarkshire Education Authority.
10.30 - 11.00 am	Coffee
11.30 - 12.45 pm	Practical Aspects of English Language Teaching (continued)
12.45 - 2.00 pm	Lunch
2.00 pm	Conclusion
	Dispersal

The working group sessions will take the form of practical exercises in which groups will be asked to look at specific problems.

Conference Staff:

Dr G Sinclair	HM Inspector of Schools
Mr J R Blake	Central Bureau, Edinburgh
Mrs C Thomson	Central Bureau, Edinburgh
Miss S McLeod	Central Bureau, Edinburgh
Miss A Mitchell	Central Bureau, Edinburgh

APPENDIX C1.

OFFICE NATIONAL DES UNIVERSITÉS
ET ÉCOLES FRANÇAISES

96, BOULEVARD RASPAIL
75272 PARIS CEDEX 06

TÉL. 222 80-20

MD/JS

PARIS le 29 Aout 1975

Monsieur l'Inspecteur d'Académie
Avenue P.V. Couturier
93008 BOBIGNY

Monsieur l'Inspecteur d'Académie et Cher Collègue,

Les organimes étrangers et français chargés du programme d'échange d'assistants de langue vivante s'efforcent de rassembler des documents audio-visuels sur le rôle de l'assistant dans la classe de langue, qui seront utilisés dans les stages de formation des futurs assistants. L'Office des Universités pour sa part dispose déjà d'un certain nombre d'enregistrements sonores et vidéo.

Dans ce cadre, les Professeurs de l'Université d'Aberdeen G.E. HARE, du département de français et McALEESE du département d'Education, souhaiteraient être autorisés, entre le 3 et le 17 décembre, à enregistrer des classes d'assistants écossais exerçant dans les établissements suivants relevant de votre autorité :

Lycée d'Etat Mixte d'Epinay	C.E.S. AUDIO VISUEL
Rue du Cdt Bouchet 93800 EPINAY SUR SEINE	6, rue de Franceville 93220 GAGNY

Je vous serais très reconnaissant, compte tenu de l'intérêt et de l'utilité de ce travail, de bien vouloir accorder à ces deux collègues les autorisations nécessaires, et donner aux établissements les instructions utiles pour leur faciliter la tâche.

Vous remerciant à l'avance, je vous prie d'agréer, Monsieur l'Inspecteur d'Académie et Cher Collègue, l'expression de ma considération distinguée.

Le Directeur,

M. DELACQUIS

C2

L'INSPECTEUR D'ACADÉMIE
DE LA SEINE-SAINT-DENIS

I.A.A. CAB PG n° 419.

BOBIGNY, le 10 septembre 1975

à

Monsieur DELACQUIS
Directeur de l'Office
National des Universités
et Ecoles Françaises
96 boulevard Raspail

75272 P A R I S CEDEX 06

Monsieur le Directeur,

En réponse à votre lettre du 29 août 1975, j'ai l'honneur de vous faire connaître que j'autorise les Professeurs de l'Université d'ABERDEEN G.E. HARE, du département de Français et McLEESE du département d'Education à enregistrer, entre le 03 et le 17 décembre 1975, des classes d'assistants écossais exerçant dans les établissements suivants :

. Lycée d'Etat Mixte d'Epinay
Rue du Commandant Bouchet

93800 EPINAY SUR SEINE

. C.E.S. Audio Visuel
6 rue de Franceville

93220 GAGNY.

Toutes instructions utiles seront données aux deux établissements précités, afin de faciliter le déroulement de cette opération.

Je vous prie de croire, Monsieur le Directeur, à l'assurance de mes sentiments les meilleurs.

L'Inspecteur d'Académie Adjoint,

E. Legoutière

E. LEGOUTIERE.

C3

GEH/sb

Monsieur l'Inspecteur d'Académie,
Inspection Académique de la Seine-Saint-Denis,
Avenue P.V. Couturier,
93008 BOBIGNY,
France

23rd October, 1975

Monsieur l'Inspecteur d'Académie,

J'ai l'honneur de vous remercier de l'autorisation que vous avez bien voulu accorder à M. McAleese et à moi-même de visiter le Lycée d'Etat Mixte d'Epinay et C.E.S. Audio-Visuel de Gagny dans le cadre de notre projet de recherche sur les Assistants de langue vivante.

C'est l'Office National des Universités et Ecoles françaises, qui vous a écrit de notre part en premier lieu, qui vient de nous informer du fait que vous êtes favorable à notre initiative.

En vous remerciant encore une fois pour la compréhension que vous avez montré à notre égard, je vous prie d'agréer, Monsieur l'Inspecteur, l'expression de mes sentiments respectueux

Dr. G. E. Hare
Lecturer in French

C4

23rd October, 1975

Miss Phyllis Armstrong,
Assistante d'Anglais,
Lycée d'Etat Mixte d'Epinay,
Rue du Cdt. Bouchet,
93800 EPINAY-SUR-SEINE,
France.

Dear Phyllis,

You will probably remember my speaking to you about the possibility of a visit by Raymond McAleese (of the University Education Department) and myself to certain Assistants in France. Our aim is to observe Assistants at work, and to record some classes on tape and slides, to interview Assistants, teachers and administrators, and generally gather enough material to bring back to Aberdeen in order to assemble some self-instructional tape-slide courses to introduce students in their future role as English Language Assistants in France.

You were one of the Assistants we included on our shortlist as being willing to help, and we have obtained official permission to visit your school from the Inspecteur d'Académie. In order to allow us to plan our visit in day-to-day detail, and to make a final choice of schools, I should be very grateful if you could send us, as soon as possible, the following details of your timetable, as far as you can say, for the days from Thursday 4th December to Tuesday 16th December inclusive (in fact our visit to Paris will probably be sometime between 4th and 9th December):

- time and level of each class on each day,
- number of pupils in class and whether mixed or single sex,
- whether you have to change room between classes,
- date of end of your teaching term,
- whether you take each class on your own or with another teacher,
- whether some of your colleagues in the English department would be willing to talk to us about their class and the role of the Assistant,
- you could also mention our project to the headmaster, although we do intend to write to him personally to ask final permission,
- best way of travelling to your school from central Paris.

As soon as possible after receivingyour reply we shall write and tell you of our final plans. Even if we cannot fit in a full study visit to your school, I hope to see you at some time during our stay in Paris. In any case there's no reason to feel any pressure or apprehension about our visit. We want to see as much as possible of the Assistant's life in France, but shall try to inconvenience you as little as possible. I've no doubt the pupils will find it all quite novel, and be happy to talk to us too. Who knows, you might even be glad to hear an English voice again!

Don't hesitate to ask if I can help you in any way before our visit. I don't think anything of great importance has happened in the department since you left, so I have very little news to pass on.

Looking forward to seeing you again,

Kind regards,

C5

Madame la Directrice,
Lycée d'Etat Mixte d'Epinay,
Rue du Cdt. Bouchet,
93800 EPINAY-SUR-SEINE,
France

12 November, 1975

Madame la Directrice,

vous aurez probablement reçu de l'Inspecteur d'Académie une lettre vous informant du choix préliminaire de votre établissement comme objet d'étude dans notre project de recherche sur le rôle de l'Assistant de langue anglaise en France.

Mon collègue M. R. McAleese (Education Department, Université d'Aberdeen) et moi, nous souhaitons observer des cours de "conversation" faits par l'Assistant d'Anglais, faire des enregistrements, parler avec vous-même et avec un ou deux des professeurs d'anglais, et avec Mlle. Armstrong pour nous documenter sur l'utilisation de l'Assistant en France. Notre projet a pour but de rassembler des documents sonores et visuels qui nous seront utiles pour un cours préparatoire que nous élaborons à l'intention des étudiants britanniques qui deviendront à l'avenir Assistants d'anglais. Nous sommes persuadés qu'un tel cours suivi avant de prendre leurs fonctions en fera de meilleurs Assistants. Notre projet, entrepris sous l'aegide des Sections de Français et d'Education de l'Université d'Aberdeen, est financé par la Fondation Nuffield et patronné par l'Office national des Ecoles et Universités françaises et le Central Bureau for Educational Visits and Exchanges (Edimboug).

Je vous prie de bien vouloir nous excuser de ne pas vous avoir écrit plus tôt pour vous demander l'autorisation de notre visite, mais, après avoir reçu l'autorisation de l'Office national et des Inspecteurs d'Académie, nous attendions de la part de quatre de nos Assistants un extrait de leur emploi du temps afin de pouvoir dire aux directeurs des établissements choisis les jours précis où nous voudrions leur rendre visite. Ceci a pris beaucoup plus de temps que nous n'avions pensé, et en attendant de recevoir tous ces détails, je vous écris donc pour vous demander s'il vous serait possible de nous permettre de visiter notre établissement entre le 4 et le 9 décembre prochain? J'espère pouvoir préciser très prochainement le ou les jours précis de notre visite.

En espérant que vous verrez l'utilité de notre projet et que vous pouvez nous offrir votre précieuse collaboration, je vous prie de croire, Madame la Directrice, à l'expression de mes sentiments les plus distingués.

Dr. G. E. Hare
Lecturer in French

APPENDIX D

List of Equipment, etc.	Liste de matériel
1 microphone Eagle, CO-96 Uni-directional	1 micro Eagle, CO-96 Uni-directionnel
1 microphone Eagle, PRO-M5 Low Z	1 micro Eagle, PRO-M5 Low Z
1 microphone cable (black)	1 fil de micro (noir)
1 microphone stand (black)	1 pied de micro (noir)
1 battery, Ni-Cd, VARTA, 5ML, 2, 5 (Z, 214) (Uher)	1 pile, Ni-Cd, VARTA, 5ML, 2, 5 (Z, 214)
1 Uher audio lead (K541)	1 fil audio Uher (K541)
1 Uher mains lead, (K713)	1 fil prise-secteur Uher (K713)
2 two pin sockets (grey and grey)	2 prises de type française (grise et grise)
1 Uher tape recorder 4200 Report Stereo (1924, 08152)	1 magnétophone Uher 4200 Report Stéréo (1924, 08152)
1 BASF 9202, Cassette recorder CRO_2 B, 408 12227	1 magnétophone à cassette BASF, CRO_2 B, 408 12227
1 Uher power pack, Z - 124A	1 rechargeur Uher, Z-124A
1 carrying case for Uher tape recorder (black)	1 mallette pour magnétophone Uher (noir)
Ektachrome film)	(bobines-diapo Ektachrome
C-120 cassettes (audio)) Materials	(cassettes C - 120
5-inch audio tapes)	(bandes magnétiques 12 cm 26.
1 Pentax spotmatic camera (1450784)	1 appareil photo Pentax spotmatic (1450784)
1 28 mm lens (7490733))	1 objectif Pentax 1 28 mm (7490733)
) Pentax	
1 80 mm lens (2757176))	1 objectif Pentax 1 80 mm (2757176)
1 microphone Philips - Uni-directional (with black cable)	1 micro Philips - Uni-directionnel (avec fil noir)

The above equipment is the property of the University of Aberdeen. Mr. R. McAleese and Dr. G. Hare have the authority to use it in recording classrooms in France in December 1975, as part of a research project sponsored by the University of Aberdeen and the Nuffield Foundation.

Le matériel énuméré ci-dessus est la propriété de l'Université d'Aberdeen. M. R. McAleese et Dr. G. Hare, professeurs de l'Université d'Aberdeen, ont tout pouvoir de l'utiliser à faire des enregistrements en France au mois de décembre 1975, dans le cadre d'un projet de recherche agrée par l'Université d'Aberdeen et la Fondation Nuffield.

J.D. Nisbet

Professor J.D. Nisbet
Head of Department (Education)

C. Chadwick

Professor C. Chadwick
Head of Department (French)

APPENDIX E

Timetable of visits to French Schools

Wednesday 3rd December 1975:	Travel Aberdeen - Paris
Thursday 4th December:	Both visit C.E.S. Henry Bergson, in Garches (Assistant: Lesley Innes): class observation and recording, photographs, and interviews.
Friday 5th December:	R. McAleese visits C.E.S. in Garches for further class recordings. G. Hare visits C.E.S. Audio-visuel in Gagny (Assistant: Moyra Brown): class observation, recordings, and interviews.
Saturday 6th December:	Both: interviews with Assistants from Gagny and Epinay, and teacher from Gagny.
Monday 8th December:	Both visit Lycée d'Etat, in Epinay-sur-Seine (Assistant: Phyllis Armstrong): class observation, photographs and interviews.
Tuesday 9th December:	R. McAleese visits Lycée in Epinay: class observation, recordings, and interviews. G. Hare visits Lycée Technique in Sèvres (Assistant: Julie Munro): class observation, recordings and interviews.
Wednesday 10th December:	Both travel Paris - Lyon - Bourg-en-Bresse.
Thursday 11th December:	Both visit Lycée Lalande in Bourge-en-Bresse (Assistants: Peter Watson and Mike Assender): class observation, recordings, interviews, photographs.
Friday 12th December:	Both visit Lycée Lalande in Bourg: further recordings. G. Hare visits Lycée Quinet in Bourg: interviews.
Saturday 13th December:	Both interview teachers at Lycée Quinet, and class observation.
Sunday 14th December:	Both travel Bourg-en-Bresse - Paris.
Monday 15th December:	Both travel Paris - Aberdeen.

APPENDIX F

Audio-visual material collected in France

1. On Cassette (60 mins. per side):

C.1.1. - Interview with M. Giovanetti, Conseiller d'éducation at C.E.S., Garches - on his duties and relations with Assistant (in French).
- Interview with English teachers at Lycée, Epinay, on work of the Assistant (in French).
- Interview with Mlle. C. Léger, English teacher, Lycée, Epinay, on her use of Assistant (in French).

C.1.2. - Interview with English teacher, Lycée, Epinay, on her use of Assistant (in French).
- Interview with pupils, Lycée, Epinay: what is an Assistant? (in English).
- Recording of part of rehearsal of Oscar Wilde's The Importance of Being Ernest, performed by pupils at Lycée, Epinay (in English).
- Interview with Documentaliste, Lycée, Epinay, on her job and relations with Assistant (in French).

C.2.1 - Interview with a pupil, Lycée, Sèvres, on the Assistant et al (in French).
- Interview with bank employee, in Sèvres: how an Assistant may open an account (in French).
- Extract of a 5e class in Lycée Lalande, Bourg-en-Bresse: singing 'The Twelve Days of Christmas' (in English).
- Interview with M. Berthod, the 'Intendant' at Lycée Lalande, Bourg-en-Bresse, on his duties and his links with the Assistant (in French)

C.2.2 - Interview with Phyllis Armstrong, Assistant, Epinay, on her plans for 3 classes (in English).
- Interview with Julie Munro, Assistant, Lycée, Sèvres, - on her job (in English).
- Extract of 2TSS (bilingual secretaries), Lycée, Sèvres, with Assistant Julie Munro (in English).
- Interview with pupils of above class on use of Assistant in school (in English).

C.3.1 - Interview with Mike Assender, Assistant, Lycée Lalande, Bourg-en-Bresse, on his plans for next class (in English).
- Interview with Mme. Mermet, Documentaliste, Lycée Lalande, Bourg-en-Bresse on her duties and how she helps Assistant (in French)
- Extract of 3e class Lycée E. Quinet, Bourg-en-Bresse, taken by English teacher, Sylvette Layat (in English).

C.3.2 - Interview with English teacher S. Layat, Lycée Quinet, Bourg-en-Bresse, on use of Assistant in school, and skills Assistant needs (in English).

C.4.1 - Interview with Mme. Carrier, English teacher, C.E.S., Gagny, on her use of the Assistant, splitting a class, and using dramatic techniques (in French).
- Interview with Moyra Brown, Assistant, C.E.S., Gagny, on how she was used by Mme. Carrier in class (in English).
- Interview with Sous-Directeur, C.E.S., Gagny, on place of Assistant in school and his own position in school system (in French).
- Extract of 4e class, C.E.S. Gagny, taken by Assistant, Moyra Brown: explaining a text and attempted exploitation (in English).

C.4.2 - Extract of 4e (faible) class, C.E.S., Gagny, taken by Assistant Moyra Brown: talking about Christmas traditions and singing a carol (in English).
- Interview with pupils, Lycee Epinay: on the school system seen from the inside (in French).

2. On $\frac{1}{2}$" Audio Tape (length 45-60 mins.)

Tape Number	Content
A1	4ème class, conversation on Pocket Money (e.g. practice of ... per month; .... a month; ..... every month; ..... each month; etc.) and the School System in Britain (class teacher present during recording) Good sound quality (Assistant L)
A2	2e class, conversation class on euthanasia (Class teacher present, pupils a little reticent) Good sound quality for Assistant, pupils faint (Assistant P)
A5	1ère class, conversation class on a handout text (a lady bus driver who wore a mini-skirt and its problems!), women's lib. et al. (See Appendix M1) Good sound quality (Assistant P)
A6	1. 3ème class, conversation on 'au pairs'; assistant using some very complex questions 2. Interview with assistant on how she planned the class Good sound quality in class, noise in interview from café (Assistant P)
A7	5ème class, conversation on, among other things, racial prejudice, Mark Twain, Ol' Man River and Robbie Burns. (Strong class teacher influence) Average sound quality (Assistant W)
A9	5ème class, conversation based on a hand-cut (see Appendix M2) an 'agressive' assistant - very interesting tape Good sound quality (Assistant M)
A4	discussion between assistants W and M on being an assistant. GEH and RMcA asking questions. Variety of topics - 'How do you see the job of an assistant?', 'Do class teachers use assistants differently?' 'What do you gain from a year in France?', etc.

3. Slides (35mm. colour)

Approximately 200 frames on a wide variety of topics. The quality is in general good.

- Inside and outside of French school buildings in Paris and the provinces, C.E.S. and Lycée, including staffrooms, libraries, classrooms, notice boards, etc.

- Assistants' classes: showing disposition of chairs, desks, blackboard, posters, Assistant and pupils.

- A French provincial town: Bourg-en-Bresse

- Paris

- A political demonstration

- La Boule

4. Documents

- Bulletin de rentrée, lère Partie, 1975-76, Lycée Lalande, Bourg-en-Bresse, 21 pp. (-school calendar, timetables, regulations, marking, library and resources centre, school clubs)

- Bulletin de rentrée, 2e Partie, 1975-76, Lycée Lalande, 12 pp. (administrative structure of school, staff list, sports results, music)

- Carnet d'Accueil, 1974, Lycée Lalande, (information for new staff on school history, organisation of classes, library, regulations, PTA, etc.)

- Various texts used in class by Assistants

- Notes on use of English Assistant from C.E.S., Garches

APPENDIX G

French School Text Books used for Teaching English, received from French publishers.

Belin:	Imagine You're English, by D. Gibbs & N. Goodey, 6^e, 5^e, 4^e, 3^e.
Hachette:	L'Anglais par l'illustration et le dialogue, 6^e by P.-M. Richard and W. Hall
"	It's up to you, by G. Capelle, D. Girard & J. Capelle, 6^e, manuel & cahier d'exercices auto-correctifs.
"	It's up to you, 5^e, manuel, fichier du maître, & cahier d'exercices auto-correctifs
"	It's up to you, 4^e, manuel & cahiers d'exercices auto-correctifs.
Hatier:	Behind the Words, 6^e, Charlirelle, Livre de l'élève.
"	People, Book 1 (2^e), by F. Moudart & M. Swan.
Nathan:	The English-Speaking World 2. Britain in a changing world, by A. Grémy, R. Le Breton-Stiling & J. de Sarcilly.
"	Speak English, by E. Benhamou & P. Dominique, 6^e, 4^e, & 4^e seconde langue.

APPENDIX H

Questionnaire sent to Assistants

University of Aberdeen : Department of French

FRANCE, 1975-1976

1. Name

2. Address

3. How easy/Difficult did you find any local police formalities?

4. What documents, (visas, certificates, photos, etc.) did you take with you to France?

5. What additional documents (if any) would it have been useful to have? State why.

6. If you attended the S.E.D. or British Institute courses for assistants, how useful did you find them?

7. Have you been able to attend university or school classes regularly? State which, where, and how often. If you are doing British Institute correspondence courses instead or in addition, what is your opinion of them?

8. If you manage to attend university classes, how easy was enrolment?

9. Which classes have you found useful and which less so?

10. How settled and organised is the university you have been attending?

11. Have your finances been adequate? Have you been able to travel?

12. Have you found it easy to integrate into the local community?

13. How dépaysé are you? Are you, or are you not, surrounded by Anglophones? Do you find this pleasant, a nuisance, or irrelevant?

14. Are there many/some/few outside activities you have been able to take part in?

15. What are the main advantages of spending a year in your area?

16. And the main disadvantages (if any)?

17. Regarding your professional rôle as 'conversation' assistant, have your colleagues headmaster/-mistress and administration been understanding and helpful, or disinterested and unco-operative?

18. What does your job consist of ('teaching', recording, preparation of material?

19. What type of 'teaching' is expected (emphasis on oral or written, language literature or civilisation, compensating for or reinforcing main emphasis on teacher, or unconnected with what teacher is doing)?

20. Number of hours per week, size of classes, age of pupils, level of competence.

21. What material or aids are available (language lab., tape recorder, slide projector, records, photocopy machine, books)?

22. Is the shape and size of room appropriate to the type of 'teaching' expected from you?

23. Is your success in the classroom crucial to or irrelevant to your enjoyment of the year abroad?

24. What additional preparation or training for the year abroad do you think would be appropriate, if any?

25. Any practical hints on class activities and exercises that you have found useful and any other advice to the budding 'conversation' assistant to help him/her survive an hour's class?

26. Any other comments (accommodation, insurance, bank account problems)?

APPENDIX I

Material available related to the project

1. Programmes

French Schools Inside and Out tape-slide programme 45 frames and a commentary lasting 20 minutes.

Teaching Practice Course for Assistants Going to France
Tape-slide programme, 23 frames, 12 minute commentary.

2. Slides (35 mm colour)

A wide variety are available. The quality is in general good. They come in the following groups:

Provincial town (Bourg-en-Bresse)	15
Inside and Out of Schools	20
Paris	10
Political Demonstration	10
La Boule	10

(The numbers refer to the number of individual slides comprising the group)

3. Sound Tapes (¼", half track. Classroom recordings are ½ track stereo, Teacher/class). For list see Appendix F2.

APPENDIX J1

LAG Words

British Characteristics

town planning
dour
out of date
to care about
pub
darts
policemen
cheers!
fish and chips
helmet
kilt
time gentlemen please!
bacon and eggs
public school

School

assembly
uniform
comprehensive school
public school
a double period
bicycle shed
prefect's study
school council
homework
take 100 lines!
class exam
boarding school
G.C.E.
form master

General Expressions

to fall in with
to stump someone
to undress
to come again
to be afraid of
over and over again
the morning after
the night before
near at hand

APPENDIX J2

LAG Contest Words

library	customer	sandwich
grocer	lawn	cupboard
headache	conference	sponsor
infallible	slippery	fizzy
seasick	fall	busy
yours faithfully	many happy returns	sleeps well
butter fingers	double dutch	a clean sweep
involve	fluctuate	advise
weather	about	why
get lost!	black and white	place your bets
pin-up	bonus	pace
to be cut up about	a live wire	to beef about
hurt	order	copy
of course	neither	anybody
bobby	fag*	trade union
saddle	ghost	lamp
party	mummy	union jack
short back and sides	map	pet
overcast	frothy	awkward
funny	last	dark
I beg your pardon	best wishes	shut up
hat trick	spring cleaning	to be on the carpet
put off	giggle	forgive
how	because	although
granted	home sweet home	hats off
challenge	grit	pioneer
out of bounds	to toy with	up to scratch
smile	kiss	spend
just	whose	yours
land lady	number	spinster

* cigarette

52 LAG Contest Words (Contd.)

carpet	pussy
yellow	mutton
denims	pool
upset	bogus
wounded	far
Merry Christmas	'fit like'*
a pig in a poke	a big hand
blame	to affect
without	how many
help yourself	make your self at home
wild life	luck
egg on my face	show a leg
forget	borrow
whereabouts	over
midwife	August

* Aberdeen expression... 'how are you'

APPENDIX J3

LAG (Training) Rules

Aim of the Game....

LAG (Training) is intended to give trainee assistants practice in the general teaching skill of explaining. Explaining is defined as the skill helping pupils understand or comprehend, of relating or saying how objects, events or affairs fit together, function or come about. Explaining has six mutually exclusive sub-sets:

giving an example..	Harrow, Eton and Gordonstoun are examples of public schools
giving a definition..	to stump someone is to say something that the other person does not understand
using in context..	before I go to bed I take my clothes off, I get "undressed" (implied)
giving a synonym..	bobby and policemen
demonstrating..	cheers ... the teacher holds one hand as if holding a glass and then raises it to his mouth and saying 'Cheers!'
giving French	uniform means uniforme or to be homesick is avoir le mal du pays, etc.

Rules....

1. The game is played in pairs. An explainer and a guesser. Players take it in turns to be explainer and guesser.
2. A concept is agreed upon. For example, 'British characteristics', 'My home town', etc. One that would arise in a classroom teaching situation.
3. The players write down 15 words or expressions related to the concept. Five minutes is the maximum time permitted.
4. The two lists of words are exchanged and the players take it in turns to explain their list of words to each other.

5. Any technique of explaining is allowed.
6. The guesser is allowed one attempt and if a word is guessed correctly the explainer gets a score related to the technique used. The following scores apply:

   example 6
   context 6
   synonym 5
   demonstrate .. 3
   definition ... 3
   French 1

7. Before the explainer gives the explanation he must indicate the technique to be used.
8. If the guesser challenges the technique, i.e. thinks that the technique used by the explainer is not that selected, then no score is given for that attempt. (As there is no arbiter or referee, the players must accept a 'fair' decision.)
9. Normally there is no time limit for the explainer, but a maximum of 5 minutes may be agreed in advance.
10. The game should emphasise practice at explaining, not at guessing. The guesser is playing a collaborative role judging whether in the real situation a pupil would have been able to understand, not acting as a member of a panel.
11. The winner is the player with most points.
12. Players should keep a record of the techniques used. Practice is then possible in seldom-used categories.

APPENDIX J4

LAG (Contest) Rules

Aim of the Game....

LAG (Contest) is a classroom game that can be used in assistant work in either conversation classes or in less formal club meetings. The aim of the game is to find the Chief Lag of the class or group. The Chief Lag is the person who can score most points in a game of explaining words.

Rules....

1. A teacher or someone in authority should be selected as referee.
2. The referee should provide a list of words for the game. Approximately 15 words per player are required. These words should be those found in normal conversation.
3. A panel is selected. Four members make up the panel. Its job is to guess the words explained by the explainer.
4. The explainer is given a list of words which must be explained to the panel. Any technique apart from using the French or the English translation of the word itself is allowed. In place of the word, the words lag, lagging and laggish may be used.
5. An audience or the other explainers should be able to know which words the explainer is attempting to explain. (An overhead projector or a blackboard can be used. The panel sitting with their backs to the screen or board.)
6. The panel is allowed one guess at the explanation.
7. The explainer is allowed as many attempts as he or she wants.
8. Only three minutes are allowed for any one explainer.
9. The referee keeps a score. The explainer with most points at the end is declared the Chief Lag. In the event of a tie, the referee should be prepared to have an elimination round.
10. In cases of dispute the referee is the final judge of fact and interpretation.

These are only a basic framework of rules that permit the game to be organised. It is desirable that in the classroom or club situation, the players are involved in rule making. However, the assistant should be aware that pupils can be very pedantic in making and interpreting rules.

Suggestions for words can be found in the Appendix J2, LAG Contest Words.

Tailpiece...
... the game need not be played in English!

APPENDIX K

France (and Geneva) 1976

The aim of the accompanying notes is NOT, repeat NOT, to have you in fear and trembling throughout the summer, quaking at the thought of the ogres you will meet on stepping off the boat at Calais, or the mountains of red tape through which you will have to cut a weary way. For one thing is certain: all who go to France for a year find it a tremendous experience, and the points made in this blurb are there to help you rather than turn you into a suicide case.

For example, the list in para. 1 is quite clearly an (almost) exhaustive one: nobody will find a need for every item, although someone somewhere in previous years has mentioned each one and some have been mentioned by many at present in France.

Wherever you eventually land up, you will probably have a puzzling first week or so, adapting to what can be a complicated administrative system (and jargon), sometimes apathetic pupils, a quite different way of life - and even, probably, a much healthier financial situation (but see para. 7). The main point to stress, on doubt, is that the year flies past, particularly after Christmas, and you should try to throw yourself into local life and activities from the very start. The onus to do so will very probably be on you, as most French people won't go out of their way to help you along unless asked. But once you've got over this initial hurdle, you'll find the whole experience highly enjoyable.

For further information, several of this year's completed questionnaires are available for consultation in A59, along with one or two other information booklets: including the official Office National one that you will receive on appointment.

There are also specimen text books for teaching English and other helpful publications.

May I draw your attention to a forthcoming publication aimed precisely at you: A Handbook for English Language Assistants by R. J. Jordan and R. Mackay, to be published by Collins in June 1976 at £1.20. I have not yet seen a copy myself, but knowing the two authors, I expect it to be useful.

Come and see me about anything that's not clear or on which you want further information.

(Adapted from CJG 1974)

G. E. HARE
May 1976

France (and Geneva) 1976

The following comments are based very largely on the answers to questionnaires sent in 1974, 1975 and 1976 to Aberdeen students spending a year in France or French-speaking Switzerland.

1. Documents to Take with You

(a) Highers/GCE/CSYS certificates (originals), although the CSYS ones may baffle the locals. "Crucial if you want to enrol for courses besides those of the cours pour étrangers" (Bordeaux). Translation and photocopies required in one or two places (e.g. to enrol at Grenoble and Montpellier Universities). Translation work no longer done willingly by the French Consulate in Edinburgh. Most students did it themselves and got it rubber-stamped by the British Institute or British Council in Paris, or by the English Dept. of the local University; the more rubber stamps used, the more impressed French bureaucrats are .... "School does all photocopy work for me", says one person.

(b) For university enrolement, letter from Aberdeen University Registry, stating course being followed, subjects passed. Someone in Poitiers says the letter should specifically "request the équivalence of the baccalauréat", but exceptionally in Pau actual DPs/merit certificates seemed a better thing to have. Important, according to previous information, that the university letter, if any, should come from the Registry and NOT from other parts of the administration. The letter will have to be sent direct to the French authorities, not to you for handing on to them, so apply for it as promptly as you can, once you get to France and find out the University's address. Registry address: University Office, Regent Walk, Aberdeen AB9 1FX.

"Had I wished to prepare a licence at the University, I should have needed proof from Aberdeen that I have the equivalent of the D.U.E.L. The letter sent from the Registry is not sufficient for this". (Caen)

More recent information suggests that a letter from the Professor as proof of status as full time student and already completed 2 years study useful for cheap travel and obtaining a Student ID card.

(c) Medical certificate (for university enrolment, etc.). It must be a recent one. "I had to have one done here before getting my carte de séjour, and as it was pretty thorough, it cost me 60F. Couldn't claim it off my British Insurance policy" (rural Brittany).

(d) Birth certificate ("absolute necessity" - Lyon) and very often a translation of it ("for the carte de sécurité sociale"; or for university enrolement, e.g. in Grenoble and Montpellier). Some places require a photocopy in addition to the original. Several people point out that it is useful, not to say essential to know one's parents' full names, nationality, profession and dates of birth....

(e) Current passport. Visa (visa d'étudiant) needed by a few (e.g. in Caen), but not by most (e.g. Paris area, Tarbes, Besançon, etc.), under new EEC regulations. There still seems some doubt about this, with the French Consulate in Edinburgh recommending students to have a visa, and the London one saying no. A person in Nantes needed both visa and rubber stamp in passport saying "The holder has right of abode in the U.K."; most people got away with just the stamped phrase.

(f) Letter of appointment (certificat or arrêté de nomination)as assistant from the French authorities (Office National), where applicable. Some people found they needed a photocopy as well, surprise, surprise ...

(g) A plentiful supply of passport-size photos (which should be identical). Few seem to have managed with less than 6 or 8, and you should perhaps take 12. Someone recently needed 7 for the carte de séjour alone. They are always useful for when you join clubs/libraries etc. "I must be on my 20th photo" says a despairing voice from near Paris. There are plenty of photo-machines throughout France, so copies are no problem should you run out.

(h) Bank accounts: In the past some people under 21 have needed parental permission (signed document). But now the age of majority in France is 18, so this should not cause problems this year. Usually you will have to get a special foreigner's withdrawal account - compte de non-résidents en francs convertibles. This will allow you to put in any foreign (i.e. non-French) currency or travellers cheques or to transfer money from G.B. to France, and to have your salary paid in directly, as well as allowing you a cheque book. But it will not allow you to deposit cheques coming from other sources. So you have to get money from any private work in cash. Remember it's an offence to sign a cheque that bounces. You'll need your passport and letter of appointment, plus a token sum in travellers cheques or in sterling cash.

You are advised to go to one of the major banks: B.N.P., Crédit Agricole (lowest charges) or Crédit Lyonnais. Alternatively a savings account can be opened at the Post Office without any rigmarole and can apparently prove handier than a normal bank account - longer opening hours.

At the bank, ask for a Relevé d'identité bancaire - in two copies - one for Intendance (for salary purposes) and other in case you need it to show an accommodation agency or a landlady.

For those with (or who have by the autumn) an established British bank account, a British bank (cheque guarantee) card now allows you to draw cash from French and other European banks on presentation of card and passport/other identification. You might find this more convenient than taking travellers' cheques for the first few weeks. In theory the card can be used at any bank displaying the red/blue EC (Eurochèque) sign: in practice some French banks refer you to the one linked with your British bank (e.g. the Clydesdale, part of the Midland Bank group, is linked in this way with the Société Générale bank, which has many branches).

MANY STUDENTS STRESS THE HIGH COST OF LIVING AND IN PARTICULAR THE DIFFICULTIES OF THE FIRST MONTH, UNTIL PAY IS RECEIVED. SEVERAL RECOMMEND TAKING WITH YOU AT LEAST £150, IF AT ALL POSSIBLE, AND SPENDING CAUTIOUSLY.

(i) International student identity card covering period of stay in France (useful for student flights, passager student meal tickets, reductions at museums cinemas, theatres, etc.)

(j) Youth Hostel card.

(k) "International student insurance passport", mentioned this year for the third time. But remember that you will be covered for illness in France as soon as you start making social security contributions there, and Central Bureau offer you a special 8-week insurance package to cover you until social security takes over.

(l) Driving licence. A French Government blurb suggests that foreign driving licences are only valid 3 months, so an international one £1.00 via the AA/RAC) might be useful. "I needed parental permission (in French) for applying for French driving licence" (Arachon).

(m) Council of Europe identity card - "saves paying 3F every week at the Louvre, etc." Apply through Central Bureau - no charge.

(n) Teaching aids - slides, photos, magazines, etc. for use in classes. Many people stress the need to take these.

(o) Bref, as one person puts it with feeling, "positively every bit of paper we were ever given at all the conferences/courses for assistants". "If you take everything you've been given or advised to take", says another, "at least you'll feel confident ..." "They've failed to catch me out", says a triumphant voice from Bordeaux.

2. Local Police Formalities

General impression from this year's answers is that the long process is being rapidly humanised and simplified. With entry to the E.E.C. a work-permit (carte de travail) is no longer required. "The mairie dealt with all official formalities . Took 3 weeks to get my carte de séjour" (Lamballe). "I was given a récépissé on a production of passport and certificate of nomination. I left a photocopy of the certificate to be sent off for my carte de séjour and this I received after about 4 weeks". (Sarrebourg, Lorraine). In the new préfectures of the Paris region, a different tale: "A long wait of 3½ hours in an overcrowded swealtering, completely new préfecture. Nobody there knew anything about assistants. Needed 3 photos, copy of birth certificate, certificat de domicile, passport, photocopy of certificate of nomination, certificat d'exercice. Cost me 15F. I complained but had to move on, as I was holding up the 300-strong queue of Algerians, Portuguese, etc." (Saint-Maur).

Apply in person in first week or two at Commissariat (see Office National booklet for full details) and take all possible documents and photographs with you, and be patient and polite, showing them you think their policemen are wonderful. Rennes office: 241 rue de Nantes.

3. Courses to follow

For those not appointed to university towns, attendance at university is dependent on distance and means of transport. For those out of reach of a university, attendance at première and terminale classes in the lycée is extremely useful; some people seem to have gone to 5 or 6 hours per week of these. Assistants in a C.E.S. (see Education in France doc.) would have more difficulty in finding suitable classes. Most of those doing proses and translations in the correspondence course run by the British Institute in Paris have found this useful, with interesting texts and helpful, if strict, marking - some say too strict.

For those in or near university towns, there are two sorts of courses available: ordinary university classes, 1er and 2e cycle (see Education doc.) and, in most places, - but not in Rouen - special cours pour étrangers. At Bordeaux, at the end of the cours pour étrangers "there is a diploma offered by CREDIF". Usually best to enrol for the ordinary classes, but as an auditeur/auditrice libre (not in Paris), i.e. non-graduating student, although this may prevent you from borrowing books from the university library, as distinct from consulting them on the spot. Those who have tried to enrol for the D.U.E.L., for example, have usually had considerable difficulty. For normal university classes, the situation is summed up by one person: "I have never been able to find out what classes take place, where and when". Toulouse - "don't mind if you haven't enrolled as long as you keep quiet - the language classes useful".

The vast majority of those who attended the British Institute course in Paris for assistants found the programme much too long and repetitive, not very helpful, the lecture theatre in the Sorbonne very uncomfortable and the hall of residence accommodation unsatisfactory. The time in Paris is a heavy drain on finances, especially

as first pay may not arrive until November. It seems only fair to say all this, but also to add that the course (a) allows you to meet other assistants going to your area, and (b) entitles you to 8 extra days' holiday - useful at Christmas. Some of the practical advice (on French etiquette, tipping, dinner invitations) and documentation were found useful, but not enough stress placed on practical classroom problems.

4. Ease of University Enrolment.

"Simply a case of persevering and keeping your place in the queue". "Took 4 trips to Paris. Total bureaucratic mess" (Paris suburbs). "Took 3 Wednesdays of queueing" (Nantes). "Very easy. Enrolled as auditrice libre in a quarter of an hour" (Limoges). At Rouen, the usual queues to get the carte d'étudiant, "then when you have that, you go and get your CROUS card, which is essential if you want to eat at student restaurants, for example". (But the CROUS card not available to auditeurs libres in e.g. Poitiers and Saint-Etienne). The cours pour étrangers are often very basic and expensive, but at Clermont-Ferrand only 2 of the 8-10 hours per week of lang. and lit. classes are special ones; the rest are ordinary classes of the 1er cycle. There was a "huge dossier" to fill out. Toulouse is notorious for its unusually great administrative chaos, and Lyon and Poitiers now seem almost as bad, as does Grenoble: "Had to get certificates translated, then wait for that, then take them to the Hôtel de ville for a fiche d'état civil, then back to the University for an équivalence du bac (a day or two's wait). Enrolment finished till the following week. So after 3 weeks, many trips out to the University and 3 hours of form-filling, I was enrolled". Rouen appears to have a conseiller pédagogique to help, at least in the initial stages. Those in the Paris area should see the Service d'orientation pédagogique des étudiants étrangers, 8 rue Jean Calvin, 75005 Paris. (Inscription administrative is rue Calvin, then inscription pédagogique for classes is at university of your choice in the Paris region.) In French at Paris-III University, "literature lectures are optional, and it is the tutorial groups that are important. I did not realise this when enrolling, and made the mistake of thinking there were no classes on the days I am in Paris". The main difficulty was getting équivalences of Scottish certificates. The system in Geneva seems untypically Swiss in its relative inefficiency. Best solution for everybody is to get a friendly native to help with formalities.

5. State of Universities

Previous years: most reports suggest fairly settled, with the usual remarks about impersonality, size, lack of Union facilities, distance of a new campus from the town centre (e.g. Lyon II, Poitiers), slogans, posters, sudden cancellation of classes without warning ("profs are often 'sick'"-Besançon) and some minor militancy. But "foreigners taking part in manifestations are extradited" (Geneva). Last year: there was quite a lot of unrest in most of the Universities. Doesn't really affect Assistants as long as not personally involved. Lille has a new campus situated out of town which is still a bit disorganised, with limited transport available. Rennes is disorganised and impersonal, and there was quite a long strike on this year.

6 Usefulness of Classes

Universities: Listening to French and taking notes often as useful as the actual content of classes, many say. Lecture synopses found useful by some, not so by others. As last year, universal condemnation of the so-called "small" group teaching which has largely replaced formal lecturing. These groups consist most of a student exposé, with comments by a member of staff. Several students mention the usefulness of stylistics and phonetics classes, also translation into a third language. Opinions on the cours pour étrangers very mixed - from "most useful" to "very disappointing".

Schools: "All the classes useful and good fun", sums up the general pattern. People have tried French, philosophy, German, cookery, geology, Breton ...

7. Finances and Travel

90% found finances more than adequate, although the first month's salary took a while to come through - not till end of October, beginning of November, and in some cases not until after Christmas. Therefore, adviseable to take enough cash with you, about £150 was suggested, although advances can be arranged with individual schools. Don't be afraid to ask for one.

The opportunities for travel are good: SNCF 'carte demi-tarif'a must for separate areas giving half-fare travel. A car very useful - Renault run a scheme for selling and buying back cars - contact local Renault garage for details. Provincial accommodation usually provided free by school and meals can also be taken in schools. Paris can be expensive. "For travelling, have taken a carte demi-tarif on the SNCF, which for 275F lets me travel half-fare on the South-East region lines for 6 months" (Saint-Etienne). "Remember to take plenty cash to cover the Paris course which proved very expensive" (Le Havre). "CROUS do excursions for foreign students, but always on a Thursday, when I'm occupied at the lycée (Poitiers). "Cost of living extremely high, but living at the cité saves a great deal on rent" (Geneva). "A 3-day week, with a 4-day weekend, ideal for travelling" (Angoulême). In previous years several people persuaded friendly banks to provide a loan for the first month. The Crédit Lyonnais bank seemed more helpful with loans than the Société Générale in some towns.

If lodged outside or even in the school, you may get an indemnité de logement (or résidence), the amount varying according to the region.

8. Integration

On the whole very difficult outside of school surroundings. Requires a lot of perseverence and making initial moves; there are a few exceptions to this. Most people found the first week in Paris, or even the first month in the provinces, "awful" "dreadful", "terrible". "Hated the food, permanently tired, incomprehensible language" (Lorraine). "Difficult to understand the peasants" in the Lozère. "Felt quite lost" was a comment from several places. BUT then things change. "am even starting to dream in French", "more at home here (Angoulême) than in Aberdeen" and so on. Your Scottishness is a help in making an impact on the locals. Don't be backward in going forward and take up every invitation.

9. Activities

Dependent on individual areas - most require own initiative to make first move. The first term is the most difficult with regard to homesickness and finding social facilities and activities provided in area. Once settled the majority are sad to leave, and made use of the facilities provided. Majority prefer to mix with French people and speak French rather than English, although contact with other English people from time to time appreciated. Majority felt advantages outweighted disadvantages of their own area. Several mention sport and cinema (even Sailors' Mission). Some problems of late-night (even early-evening)transport.

10. Staff

Staff and administration in schools mainly very helpful and cooperative. Assistants' classes left very much to themselves to do as they want.

11. Success in Class

Opinions divided as to whether enjoyment of year as a whole dependent on success in the classrooms. Depends very much on the individual, but the majority feel that lack of success may not detract from year's enjoyment, but success can certainly add to it.

12. Additional preparation for training

More purpose-made teaching materials for classes, i.e. pictures of Scotland, a cassette tape recorder very useful for teaching songs to young pupils; someone found a scrabble-board very useful; easy word games, such as hangman, and making words from long words, etc. Many felt it would have been helpful to see a French Assistant in an Aberdeen school at work, and to have received some teaching practice and training in asking questions. It was also felt it would have been very helpful to have talked to students just returned from their Assistantships, especially on how to deal with a hostile class. Don't expect help from the school and you must come prepared. It is also useful to make a note of what you do with each class so you don't repeat yourself.

13. Advice and Ideas

Remember idea is for the class to talk in English and subject matter is really irrelevent. Important to hold interest, and thus the hour's class should be varied. Be friendly but firm, and stop would-be trouble-makers right from the beginning. Very helpful to learn names of the pupils as this helps with discipline. Helps to form teams and have team games with words, comprehension, etc., as this stimulated competition and interest.

14. Other Points

(a) Write to the head of the school to which you are nominated as soon as you receive nomination; enquire about definite accommodation possibilities. You may not receive a(n immediate) reply, especially in August. Enclose an international reply coupon (from Post Offices).

(b) Write to the local Syndicat d'initiative (tourist information office) of place you're going to, asking for brochures, maps. Enclose reply coupon (obligatory).

(c) If possible, contact the assistant(e) who has just been at the school you're going to. He/she can gen you up on local problems and offer invaluable advice.

(d) Use the Documentation pédagogique service in schools. Several assistants mention that the documentaliste has become a close friend and a source of much information.

(e) Few meet-the-French programmes reported, except in Montpellier ("Porte ouverte" scheme, where local families "adopt" foreign students - recommended) and through CROUS (Central régional des oeuvres universitaires et scolaires) in Grenoble and Rouen. If you need help ask advice from French people, they like helping and this promotes friendship.

(f) CROUS - useful for flat-hunting, student travel, extra work. For finding accommodation in Paris, strongly recommended is the following Agency: Office des Locataires et Propriétaires, rue de la Michodière, Paris 75009. Eliminates commission of 10% usually charged, and for a subscription of 300 francs you receive a daily bulletin giving flats and studios available for letting, and person to contact direct. Great saving on buying newspapers and telephone calls.

(g) CRDP (Centre régional de documentation pédagogique)cf (d) above - slides/films/records on loan. Useful for classroom work.

(h) British Council offices (Paris, Toulouse) - libraries/information/teaching aids.

(i) Association France - Grande-Bretagne - films, lectures, discussions conversation classes. Assistants welcome, not to say commandeered. "Full of retired majors" (Dieppe). "Remnants of the war, plus some old French women" (Lille). "Useless" (Rouen) . "Very active" (Metz). "Survivors of the '45" (Paris).

(j) Consulate hours (for registration) sometimes erratic, so check. The consulate in Le Havre "gives a cocktail party now and again".

(k) In addition to Maisons des jeunes/Maisons de la culture (cheap meals as well as drama/films etc.), the Jeunesses musicales are also useful for introductions.

(l) "Anyone intending to visit the Loire valley should contact M. Louet, Régisseur, Restaurant universitaire Grant Mont, 37 TOURS. He will provide you with a room in a hall during the holidays" (Saint-Maur).

(m) "Impossible to eat in lycées at weekends" (most reports).

(n) Transport (rural and urban) stops early (around 8 p.m. in Besançon, Metz and Poitiers, 9 p.m. in Rouen, for example). Car useful, or buy a cheap motorised bike (Solex/Mobylette); many find this quite invaluable. You get cheap annual holiday rail fares as an assistant (billet de congé annuel); 30% reduction on a ticket each calendar year (i.e. you are entitled to two during school year). Under 21-year-olds recommend the Rail Europ Junior card, costing about 5F, allowing you to travel to other European countries with a 25% reduction on the fare - has to be purchased in GB, I think.

(o) French bookshops give a reduction to teachers on production of a certificat d'exercice.

(p) Holidays in the schools are a week in November a week in February, 5 days in May plus Christmas and Easter.

15. Useful Addresses

French Consulate-General, 28 Regent Terrace, Edinburgh 7 (tel. 031-556 6266)

French Government Tourist Office, 178 Piccadilly, London W1V OAL (tel 01-493 3171) French Railways is 179 Piccadilly.

British Embassy, 39 rue du Faubourg Saint-Honoré, 75008 Paris

British Council, 37 rue des Ecoles, 75005 Paris

British consulates are situated in, among other places: Bordeaux, Boulogne, Calais, Cherbourg, Dieppe, Dunkerque, Le Havre, Lille, Lyon, Marseille, Nice, Paris, Strasbourg and in Geneva. Other towns may have consular agents.

16. French Educational Jargon

For this, see separate handout "Education in France".

(CJG,1974 updated and adapted)

G.E. Hare
May 1976

APPENDIX L

Items in the 'Information Bank' in mini-library in French Departmental Reading Room, Aberdeen University.

1. French school text books (see Appendix G)

2. Books on T.E.F.L., received from British publishers:

Oxford U.P.:	Cartoons 3 for students of English, by L.A. Hill & D. Mallet
"	English Conversation Practice, by D.H. Spencer
"	English Studies Series 8: Language Teaching Texts, by H.G. Widdowson
"	Guide to Patterns and Usage in English, by A.S. Hornby
"	Listen to this, by M. Underwood
"	What a story, by M. Underwood
University of London Press:	New Present-Day English, 1 and Teachers Book 1, by E. Frank Candlin.
"	Present Day English, 2 , by E.F. Candlin.

3. Books on other subjects useful for Assistants, received from British publishers:

MacMillan:	Adventures in Poetry for Primary Schools, IV by M. Daunt.
Penguin:	Facts in Focus, compiled by Central Statistical Office
"	Connexions, 15 different volumes from series magazine-format topic books, including Teacher's Guide
The Schoolmaster Pub. Co.:	Treasure Chest for Teachers Services Available to Teachers and Schools

4. Specimens of type of booklet available from Central Office of Information & British Information Services:

- Sport in Britain
- Britain & the Commonwealth
- Fact sheets on Britain: Education
- Porter: Research in Science

5. Examples of Mary Glasgow Publications and BBC periodicals for teaching English:

- BBC Modern English
- Crown, 9
- Click Click, 8
- Clockwork, 2

6. Central Bureau publications:

   - Notes for Guidance to English Assistants Appointed to Foreign Schools, 1975-76 & 1976-77
   - Intensive Study Visits, France: Aspects of the French Education System seen through British eyes.

7. Office national publications:

   - L'Assistant étranger dans les établissements français d'enseignement du second degré. Informations diverses et conseils pratiques, mars 1974 (2 copies)

8. Social Security Arrangements for people moving within the European Economic Community (Leaflet SA29 of D.H.S.S.)

9. Facts & Figures France: Education in France
   (French Embassy Press & Information Service, A/113/4/76)

10. Anonymous questionnaires completed by Assistants in post, on their problems, giving hints and general advice to future Assistants (see 2.2.2)

11. Books we advise Assistants to buy:

    R.R. Jordan & R. Mackay, A Handbook for English Language Assistants, Collins, 1976
    G. Fontier & M. Le Cunff, Guide de l'Assistant de Français, Longman, 1975.

APPENDIX N

REPORT OF TARRADALE DISCUSSION ON WORK OF ASSISTANT

Dialogues

1. Going shopping
   Names of shops and what is in them
   Formulae for asking for things.

2. Going to doctor, dentist, hairdresser, zoo, castle.
   (Guide telling what things are)
   Hotel, to book room - cooking included?
   single/double room?
   prices, etc.
   with/without bath?

3. Going to bank, to open account.
   Post Office to buy stamps, send telegram.
   Going through customs.

4. Restaurant, to order food/drink

5. Going to house for tea. Social small talk.

6. Asking for directions to somewhere. Have map already or have one drawn on blackboard.

7. Sports - going to football match.

8. Music - writing down words of a song. Going to concert, play: 'Young Person's Guide ... '

9. Buying train ticket, left luggage, etc.
   Travel, using maps.

10. Phone calls, to get taxi, etc.

11. Flat-searching - period desired?
    rooms?
    rent?

12. Going to Lost Property Office.

13. Garage - breakdown
    petrol
    buying car.

Games

1. I-spy (Yes/No questions)

2. 20 questions - animal, vegetable, mineral.

3. Consequences

4. Hangman

5. Scrabble.

6. Big word: see how many words in it.

Take with you

Slides, maps (including Underground), train timetables.
Comics, magazines, newspapers, recipes (translate?)
Material for acting games (incidents in history, nativity) copies of plays.
English coins, bank notes, cards, stamps.
Song-sheets: 10 Green Bottles, 12 Days of Christmas, Dem Bones, One Man Went to Mow.

Prepared Dialogues

Simple dialogues: 14-15 lines, 2 or 3 people.
Read dialogue then make variations (e.g. shoe shop; style, colour, size, etc.)
Develop formulae for asking, greeting, etc.

Texts

Easy texts - make sure pupils understand, ask questions, retell story in own words direct Yes/No questions, lead on to general discussion.

Information on British Institutions, Government Welfare State, way of life, etc.
Tape recordings of dialogues?

Rapporteur: Rachel Donald

G.E.H.

26.4.76

APPENDIX O

HAND-OUT ACCOMPANYING JOHN MITCHELL'S VIDEO-TAPE

LANARKSHIRE EDUCATION AUTHORITY FA/7

INFORMATION SHEET NO 7 FOR FOREIGN SPEAKING ASSISTANTS

THE "CONVERSATION CLASS"

General aim : To develop the skill of speaking the foreign language in an everyday conversational situation.

Specific objective : To assist pupils in memorising and exploiting a basic dialogue so that they are thus provided with a language tool adaptable to a number of similar real-life situations

---

Possible development of lesson:

1. Greetings
2. Brief listening practice
3. Revision
4. Set the scene for the new dialogue
5. Present the new dialogue
6. Verify understanding of dialogue
7. Help pupils to memorise dialogue (or role)
8. Pupils write down dialogue (or role)
9. Pupils re-enact dialogue (groups, individuals)
10. Exploit main features of dialogue (via group work especially)
11. Bring out any social and cultural differences
12. Set preparation work for next lesson
13. Re-present dialogue - simultaneous repetition by pupils

Notes

i) Each dialogue may take two to three weeks to present and exploit properly. It may be useful therefore to divide the dialogue into suitably small parts.

ii) Ten to twelve dialogues for each class from SI-SIV would be sufficient for a whole session, fewer probably in SV-SVI, where other speaking activities become more important.

iii) The most important phase in the lesson is the exploitation phase.

iv) The amount that can be achieved in any one lesson will depend not only on the ability of the pupils and the skill of the assistant but also on the amount of time available. Some of the above steps may have to be very brief.

APPENDIX P1

Bibliography for Assistants

1) General:

The New Pattern of Language Teaching — D. H. Harding (Longmans)

Language Teaching in Action — Leo Cole (Longmans)

2) Technical:

The School Radio and the Tape-recorder — B.B.C. pamphlet 1968

All-in-one Tape-recorder Book
Teaching with Tape
Teaching by Projection
} Focal Press

The Language Laboratory in School — J. B. Hilton (Methuen)

3) La Classe de Conversation — Burney and Damoiseau (B.E.L.C.)

4) Materials:

a) on your home area - postcards, slides, tourist leaflets, information on local industries, posters, etc.

b) on your school, college, university - the leaflets given to students, timetables, pictures

c) on Scotland - Jackdaws, etc.
- songs (not too much dialect)
- tourist leaflets, postcards, slides
- records (folk music - Gaelic as well as Scottish)

d) on Britain - Magazines and papers
- Britain - An Official Handbook (H.M.S.O.)
- Treasure Chest for Teachers - Services available to Teachers and Schools The Schoolmasters' publishing Co., Ltd., Hamilton House, Hastings St., London W.C.1.
- Dossiers from British Institute in Paris
- Faites vos Jeux Buckby & Grant (Language Teaching Centre, University of York)
- B.B.C. Pamphlets for schools (e.g. Poetry Corner)
- Puffins
- Jackanory stories (Tales from Scotland)

P2

USEFUL BOOKS FOR ENGLISH LANGUAGE TEACHING

1. A University Grammar of English

Quirk and Greenbaum 1974. Longmans. £2.25.

A synchronic description of present-day English grammar and taking into account recent studies in Linguistics and English usage, with comments on differences between spoken and written forms, and American and British usage.

Based on the more comprehensive Grammar of Contemporary English by Quirk, Greenbaum, Leech and Svattvik.

2. Songs and Rhymes for the Teaching of English

Dakin 1968. Longmans Teachers' Book 58p.
Pupils' Book 35p.

Pupils' book contains over 130 songs and rhymes.
Teachers' book explains how they can be integrated into classwork, and used to develop control over pronunciation vocab., and structure. A reference section will help you to select rhymes for each of the above purposes.

3. Learning Rhythm and Stress in English

MacArthur and Heliel, 1974 50p.

A series of graded exercises which will help develop control over the stress patterns of English - a difficult area for French speakers.

4. Active Intonation

Cook 1968 Longmans 83p.

A useful introduction describes the intonation patterns of English. There follows a series of graded exercises to develop awareness of the relationship between intonation and meaning. These may be used in the language laboratory or in the classroom.

5. (In publication) Oral Practice in the Classroom

Byrne 1975 Longmans

A survey of classroom oral work designed to help teachers develop their own range and expertise in this area.

English Vowel Sounds in Key Sentences

Monophthongs

1. The trees seem a very deep green this season.
2. Pretty little Mrs. Smith lives in this vicinity.
4. He said he sent twenty red and yellow jellies.
5. That man has a bad habit of cramming his jackets and hats into a bag.
6. Father parked his aunt's car in the farmyard.
7. I want to polish off a lot of odd jobs in the shop to-morrow.
8. He implored Maud to pour all the water into the sauce.
10. Look at the cook putting sugar in the pudding.
11. Who'd choose the juice of stewed fruit such as prunes?
12. My brother jumped but stumbled into a muddy puddle.
13. I am perfectly certain that the first birds I heard were blackbirds.

Diphthongs

3. The waiter gave the lady eight stale cakes.
9. Don't go home alone; nobody knows how lonely the road is.
14. My wife tried twice to buy the right kind of pie.
15. The brown hound growled as it prowled round the town.
16. I'm annoyed that the poisonous oysters have spoilt my enjoyment.
18. The beer sold here is dear as well as queer.
19. Sarah has fairer hair than Mary.
21. I'm sure the poor curate is furious.

APPENDIX Q

The English Consonants.

		Bi-labial	Labio-Dental	Dental	Alveolar	Post-alveolar	Palato-alveolar	Palatal	Velar	Glottal.
A.	Plosive	p b			t d					[ʔ]
	Affricate					(tr dr)	ʧ, ʤ			
	Fricative	(ʍ)	f, v	θ ð	s, z		ʃ, ʒ			h
B.	Nasal	m			n				ŋ	
	Lateral				l					
	Frictionless continuant or glides (semi-vowels)	w				r		j		

SYSTEM II (Minor system)
Syllables closed by r

	Scotland	England	America
first	2 ɪr	17 ɜ	ɹ
pearl	4 ɛr		
word	12 ʌr		
here	1 ir	18 ɪə	2 iɹ
fair	3 er	19 ɛə	4 ɛɹ
hard	5 ar	6 ɑ	6 ɑɹ
forty	8 ɔr	*8 ɔ	7 ɒɹ
four	9 or		9 oɹ
poor	11 ur	21 ʊɹ	10 oɹ

(*Note: Instead of 8 [ɔ] some people use 20 [ɔə].)

SYSTEM III (Minor system)
Unstressed syllables

91

	Scotland	England	America
china	12 ʌ	22 ə	22 ɜ
father	2 ɪ		ɹ
pitted		2 ɪ	22 ə
pitied	3 e		1 i

Vowel Systems of Standard English
SYSTEM I (Major system)

12

	Scotland	England	America
bead	1 i	1 i	1 i
bid	2 i	2 ɪ	2 ɪ
bay	3 e	3 ei	3 eɪ
bed	4 ɛ	4 ɛ	4 ɛ
never	4a ɛ̈		
bad	5 a	5 a	5 a
balm		6 ɑ	ɒ ɑ
not	8 ɔ	7 ɒ	
nought		8 ɔ	7 ɒ
no	9 o	9 oʊ	9 oʊ
pull	11 u	10 ʊ	10 ʊ
pool		11 u	11 u
bud	12 ʌ	12 ʌ	12 ə
side	13 i	14 aɪ	14 aɪ
sighed	14 ae		
now	15 u	15 a	15 a
boy	16 e	16 ɪ	16 i

92

APPENDIX R1

FOREIGN LANGUAGE ASSISTANT TRAINING 1976

THE SKILL OF QUESTIONING - General points.

In the next year, part of your task will be to "teach" English to a small group of French pupils through discussion. One of the basic elements of a discussion is the skill of questioning. We suggest you take into account the following points when questioning (both in your practice session and when you are in France). These are not rules, they are suggestions based on experience.

1. Question should be directed to all pupils in the group (- if a pupil's name precedes the question, the challenge to the remaining members of the class is diminished).

2. Avoid questions that permit pupils to give Yes or No replies. This gives no practice in vocabulary. Nor does it always tell you they have fully understood.

3. Avoid changing the wording of a question wherever possible.

4. Do not repeat questions; repetition increases the likelihood of pupils' inattention. Rephrase if necessary or use another word.

5. Avoid double questions or a question with difficult constructions, e.g. "Who saved whom from drowning?"

6. When asking questions, pause three or four seconds, then call on a pupil to answer.

7. Call on both volunteers and non-volunteers.

8. Do not immediately accept the first answer given all the time.

9. Pupils should be permitted to complete their answers.

10. Sometimes ask several pupils for an answer to the same question.

11. Do not answer your own questions.

12. Do not repeat pupil answers.

13. Praise a good answer.

14. Do not ignore a wrong or 'stupid' answer - perhaps the question was not clear.

15. If the question seems difficult (i.e. no response), modify it:
    - by breaking it down into parts
    - by giving clues
    - by making it more structured (presenting alternatives).

16. When the answers are vague, lacking in detail, without justification, ask pupils to clarify, elaborate upon their initial answers, to provide arguments, i.e. a probing question, e.g. "Why do you say that?"

17. Do not over-correct the pupils' English. Fluency is more important than hyper-correctness, and you must not inhibit their desire to speak.

FACTUAL: questions that simply require the recall of factual material. Where vocabulary is limited factual questions are easy to answer, e.g. "What is the biggest city in Scotland?".

REFLECTIVE: questions that require the pupils to interpret, evaluate, or develop material. Questions that call for thinking. These may involve more difficult vocabulary or sentence structure - e.g. conditional clauses, e.g. "Why do you think the Scots eat a lot of haggis?"

PREPARATION:

For this training exercise, prepare a short lesson (at most ten minutes). Use one of the following topics, which the French children will have had notice of:

- sport and leisure
- school life
- British and French governmental and parliamentary system
- parts of the world where they have lived (they are children of Total oil engineers)
- Scottish and French ways of life compared, from their experience.

You may well start by asking them a few questions about themselves.

In preparing the lesson, devise a few questions that will help the pupils to discuss your chosen topic. Remember this is a practice in asking questions and getting a discussion going.

VISUAL AIDS:

You will not be able to rely solely on spontaneous "conversation" during the whole of your year in France (although it should get you through initial contacts with new pupils). You will generally need a stimulus to discussion of a particular subject. You may use some kind of visual aid; such as a picture, documentary material, diagram, statistical table, map, cartoon, or written text, or combinations of them. In your choice of aid you should consider the area of vocabulary and grammatical structures you want your pupils to practise and assess your visual aid in terms of the "language-trying-to-get-out" that it potentially contains; make sure it is easy to understand, especially if the pupils have no chance to see it before the class (as in the practice session).

In the practice session, bring along a visual aid or very short text if you include it in your lesson plan. We can photocopy material if each pupil needs an individual copy.

Raymond McAleese

Geoffrey Hare

APPENDIX R2

FOREIGN LANGUAGE ASSISTANT TRAINING 1976

MARK AFTER EACH QUESTION ITS 'TYPE'.

1. Do you wear school uniform in France in your schools .... ( )

2. And what do you think about wearing school uniform Joelle .... ( )

3. Now how long have you all spent actually in France ....
   .... what about you ....
   .... have you spent a lot of your life in France .... ( )

4. How many years .... ( )

5. Have you spent any time anywhere else, in other foreign countries .... ( )

6. Whereabouts .... ( )

7. Do you like the weather there .... ( )

8. How about you Jerane, have you spent .... how many years have you spent in France .... ( )

9. Whereabouts in France do you live .... ( )

10. Whereabouts in the south of France .... ( )

11. Is that anywhere near Frejus at all .... ( )

12. Is it near Frejus or Nice .... ( )

13. What are you saying Marie-Louis .... ( )

14. Is it near Frejus .... ( )

15. Whereabouts do you live in France .... ( )

16. Where do you live in France .... ( )

17. Do you have a Marseilles accent .... ( )

APPENDIX R.3

FOREIGN LANGUAGE ASSISTANT TRAINING 1976

QUESTIONNING OBSERVATION SHEDULE

---

4 types of questions:

- ADMINISTRATIVE — q. dealing with the organization of the class
- FACTUAL — q. to which there is a factual answer
- REFLECTIVE — q. which cause the pupils to think or give an opinion
- PROBING — q. that follow up

MAKE A TALLY EACH TIME YOU OBSERVE A QUESTION

Type of question	tally by marking (X)	total
ADMINISTRATIVE		
FACTUAL		
REFLECTIVE		
PROBING		

Name of the teacher .....

Name of observer .....

Date ____/____/____

©1975 R.McAleese

APPENDIX R4

PUPIL EVALUATION SCHEDULE

Assistant Training Programme 1976 Cours N° ☐

Grille d'évaluation du cours d'anglais parlé

BARREZ LES MENTIONS INUTILES

J'ai trouvé ce cours ((très / assez / peu)) intéressant
J'ai compris ((presque tout / la moitié de / pas beaucoup de)) ce que l'Assistant(e) a dit
J'ai trouvé l'Assistant(e) ((très / assez / peu)) sympathique
Autres remarques concernant le cours?

MERCI

G.E. Hare
W.R. McAleese June 1976

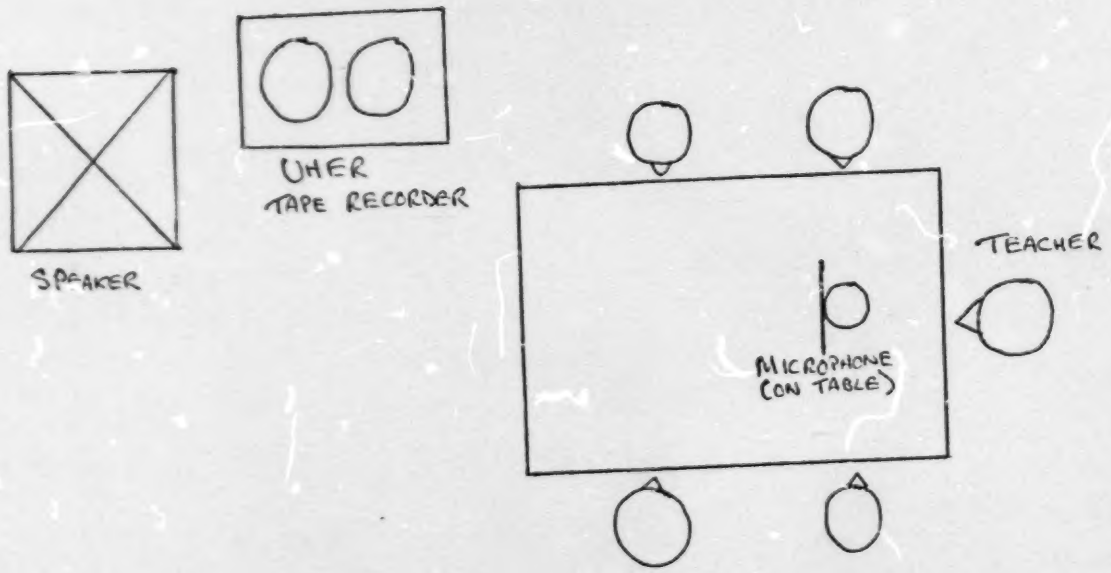
APPENDIX R5

Equipment and Materials Required for Recording Simulated Conversation Classes

AUDIO

Uher Stereo 2200 Tape recorder
One or two Omnidirectional microphones (e.g. Eagle, etc.)
Recording tape (Double play)

Plan of recording layout



APPENDIX-R5 / contd.

VIDEO

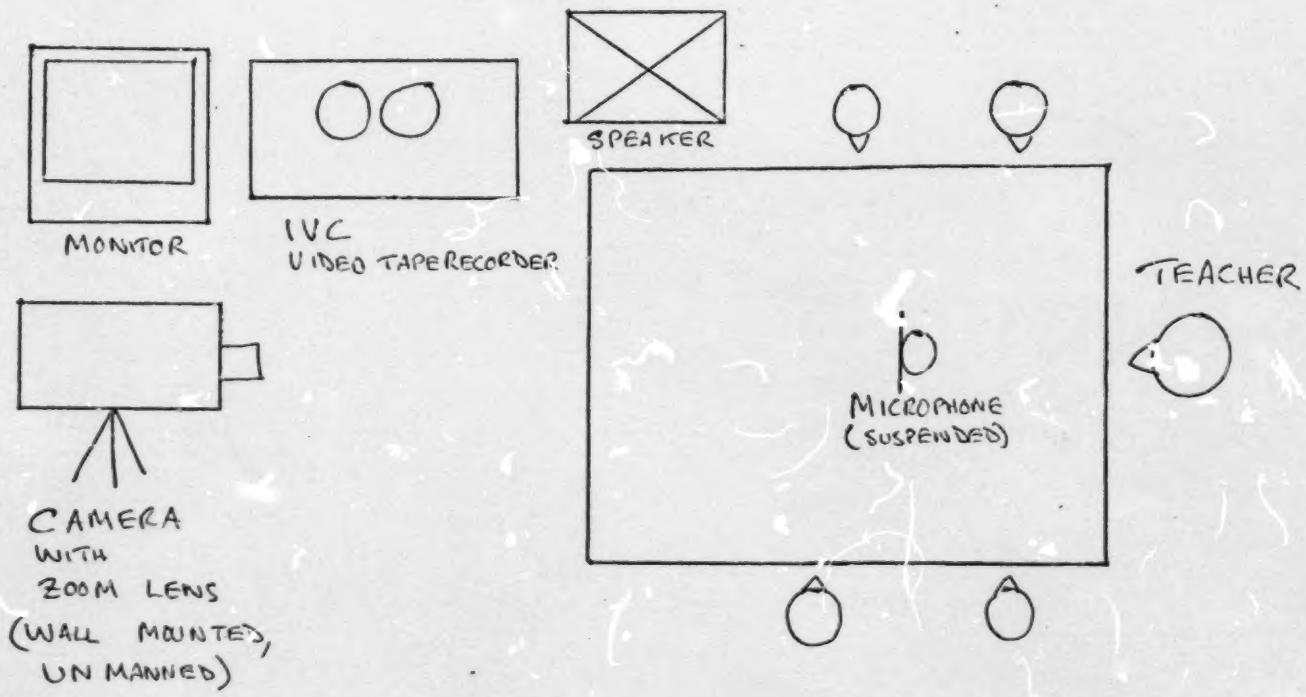
IVC 1" Video tape recorder

Videocon or Plumbicon camera (Plumbicon is preferable as the quality of the picture is superior)

Omnidirectional microphone

Recording tape

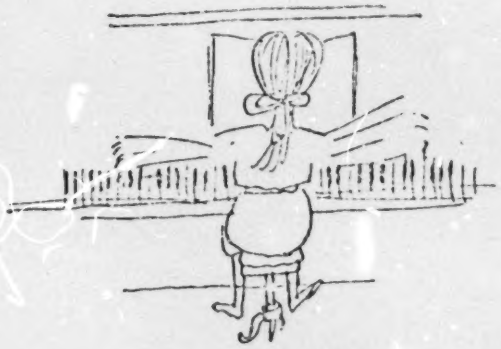
Plan of the recording layout



APPENDIX R.6 HANDOUT USED IN TEACHING PRACTICE BY A TRAINEE

20 discussion Jouth of comprehension

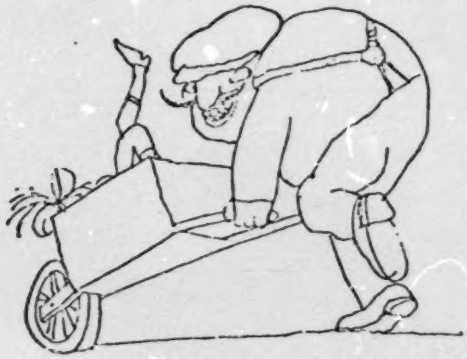
(Cath)



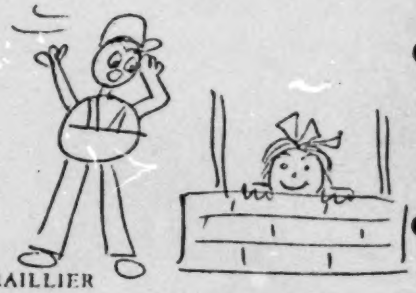
Piano Practice

A doting father once there was
  Who loved his daughter Gerda,
Until she got the piano craze—
  Then how the passion stirred her!
Her fingers were wild elephants' feet,
  And as month after month he heard her
    He tried every way
    To stop her play
  From bribery to murder.

One day when she was practising,
  He popped up behind and caught her
And dumped her in his wheelbarrow
  And carried her off to slaughter.



Tipping her into a well, he cried,
  "Hurrah! I've drowned my daughter!"
    But a voice from the well
    Rang out like a bell,
  "Aha—there isn't any water!"



IAN SERRAILLIER

APPENDIX S1

ASSISTANT TRAINING PROGRAMME 1976

Course Evaluation Questionnaire

Instructions:

For each of the below-mentioned sessions, we should like your assessment of (a) your enjoyment of it, and (b) its usefulness in terms of preparing you for your job as Assistant, i.e. whether you think you learned something useful from that session.

Opposite the description of each session are two scales from 1 to 6.

Use the scale on the left to rate your enjoyment of the session between 1(= didn't enjoy it at all) and 6(= enjoyed it very much).

Use the scale on the right to rate the usefulness of the session between 1(=a waste of time) and 6(= very useful).

In each case circle the chosen number on the scale, or, if you missed any session, leave the scale blank.

ENJOYMENT	SESSIONS PRIOR TO 3-DAY COURSE	USEFULNESS
1 2 3 4 5 6	1. Talk by Mr.Wake (re:applications)in January	1 2 3 4 5 6
1 2 3 4 5 6	2. Tarradale:(A) Recording of a specimen class using written text (Bus driver in mini-skirt) + simulated teaching practice. (Tick if you led a group discussion ( ))	1 2 3 4 5 6
1 2 3 4 5 6	3. Tarradale:(B) Session on use of situational dialogues (introduced by David Cram).	1 2 3 4 5 6
1 2 3 4 5 6	4. Documentary material and text books consulted at Tarradale or in French Reading Room.	1 2 3 4 5 6
1 2 3 4 5 6	5. Completed questionnaires from this year's Assistants consulted at Tarradale or in French Reading Room.	1 2 3 4 5 6
1 2 3 4 5 6	6. Video-tape:simulated class on situational dialogue ("Train to Glasgow")	1 2 3 4 5 6
1 2 3 4 5 6	7. Tape-slide unit on "French Schools Inside and Out".	1 2 3 4 5 6
1 2 3 4 5 6	8. LAG practice and contest (explaining)	1 2 3 4 5 6
1 2 3 4 5 6	9. Departmental handout "France and Geneva 1976"	1 2 3 4 5 6

S1

ENJOYMENT	SESSIONS DURING 3-DAY COURSE 14-16 June	USEFULNESS
1 2 3 4 5 6	10. Monday AM: 3 phases of language teaching with recorded examples: Presentation, Reinforcement, Exploitation.	1 2 3 4 5 6
1 2 3 4 5 6	11. Monday PM: Use of written text as starting point for oral class + other tips (Jean Ironside).	1 2 3 4 5 6
1 2 3 4 5 6	12. Tuesday AM: Pronunciation and intonation (Avis Swarbrick).	1 2 3 4 5 6
1 2 3 4 5 6	13. Tuesday AM: Grammar of English (Avis)	1 2 3 4 5 6
1 2 3 4 5 6	14. Tuesday AM: Planning a class: GEH	1 2 3 4 5 6
1 2 3 4 5 6	15. Tuesday PM: Your recording of short talk	1 2 3 4 5 6
1 2 3 4 5 6	16. Tuesday PM: Listening to and discussion of the talks.	1 2 3 4 5 6
1 2 3 4 5 6	17. Wednesday AM: The skill of Questioning	1 2 3 4 5 6
1 2 3 4 5 6	18. Wednesday PM: Your teaching practice with French pupils.	1 2 3 4 5 6
1 2 3 4 5 6	19. Viewing the recordings of the teaching practice and discussion.	1 2 3 4 5 6
1 2 3 4 5 6	20. Assess the 3-Day Course as a whole.	1 2 3 4 5 6

Further questions on the 3-day Training Course

21. Which part of the course was most useful? and why?

22. Which part of the course was least useful? and why?

23. Which session did you enjoy most? and why?

24. Which session did you enjoy least? and why?

25. How useful was it to hear extracts from this year's Assistants' classes in France?

---

26. Could the extracts have been better used, and if so, how?

---

27. Would you like to have heard more/fewer/same number of extracts?

---

28. Did you find (hearing / seeing) yourself on tape (very useful / useful / unhelpful) ?

---

29. Did you find (hearing / seeing) yourself on tape (very stressful / stressful / not very stressful) ?

---

30. Did you find seeing other people on video-tape (very useful / useful / unhelpful) ?

---

31. What else would you have liked to have seen included in the course?

---

32. What could have been left out, if anything, to leave space for the above?

---

33. What is the most important thing you have learnt or gained from the course?

---

34. Any other comments?

Feel free to sign your name or to remain anonymous.
THANK YOU AND GOOD LUCK
Geoff Hare
Ray McAleese.

June, 1976.

APPENDIX S2

ABERDEEN UNIVERSITY ASSITANTS' TRAINING PROGRAMME

EVALUATION SHEET : "FRENCH SCHOOLS INSIDE & OUT"

It will help the makers of this tape/slide unit if you could fill in this evaluation sheet - anonymously if you wish. Hand in completed sheets to the Tape Library Assistant, or to the French Departmental Office.

What are your general comments on the unit's usefulness to future Assistants like yourself?

What is/are its strongest feature(s)?

What is/are its weakest feature(s)?

What else might have been included?

What would be better left out?

Cross out where applicable:

Length: the unit was too long/ about right/ too short

General speed of the commentary and slides was too fast/ about right/ too slow

Quality of sound was poor/ adequate/ good

Quality of photographs was poor/ adequate/ good

Thank you

G. E. Hare.